DOCUMENT RESUME

ED 232 326 EC 152 593

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TITLE	Project: "Teach 'n' Reach" Communicatively Handicapped: Hearing Impaired, Language Impaired. (Book 2 out of 4.)
INSTITUTION	LaMesa - Spring Valley School District, Calif.
SPONS AGENCY	California State Dept. of Education, Sacramento.
PUB DATE	81
NOTE	368p.; For related documents, see EC 152 591-595.
AVAILABLE FROM	La Mesa-Spring Valley School District, Special Programs Dept., 4750 Date Ave., La Mesa, CA 92041 ($6.00 teacher's guide, $62.00 for 4 curriculum guides).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC15 Plus Postage.
DESCRIPTORS	Auditory Perception; Communication Aids (for Disabled); *Communication Disorders; Communication Skills; Definitions; Elementary Secondary Education; Etiology; Expressive Language; *Hearing Impairments; Language Acquisition; *Language Handicaps; Learning Activities; Lesson Plans; Receptive Language; Sign Language; *Student Attitudes

ABSTRACT

The third of five volumes (and the second of the four curriculum guides) of Project Teach 'n' Reach, a program to help regular classroom teachers teach nondisabled students about disabilities, deals with communication handicaps. The curriculum addresses the following issues under the topic of hearing impairments: anatomical structures of the ear, tranmission of sound, auditory assessment, auditory perception, hearing aids and telecommunication devices for the deaf, speech of the hearing impaired, communicating with the hearing impaired, lipreading skills, nonverbal communication, fingerspelling, sign systems, sign language, and ways to increase student awareness about the hearing impaired. Activity suggestions are presented for the following topics concerning language impairments: anatomical structures of the brain; causes of language impairment; use of senses to develop language; normal language development; expressive and receptive language; phonology; morphology; syntax; semantics; word finding; vocabulary recall; language skills and mathematics, spelling, writing, and reading; the frustrations of the language impaired; and ways to develop positive attitudes toward the language impaired. Each topic includes information on goals, performance objectives, and activity procedures. (CL)

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(Book 2 out of 4)

PROJECT:

"TEACH 'N' REACH"

COMMUNICATIVELY HANDICAPPED

- HEARING IMPAIRED
- LANGUAGE IMPAIRED

Arleen Kagan - Project Leader

An Exemplary Project Funded By The State Department Of Education

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ACKNOWLEDGMENT

The credit and success of project "Teach 'n' Reach" is due to the advice and contributions of many skilled, enthusiastic individuals. It is with grateful appreciation that they are acknowledged.

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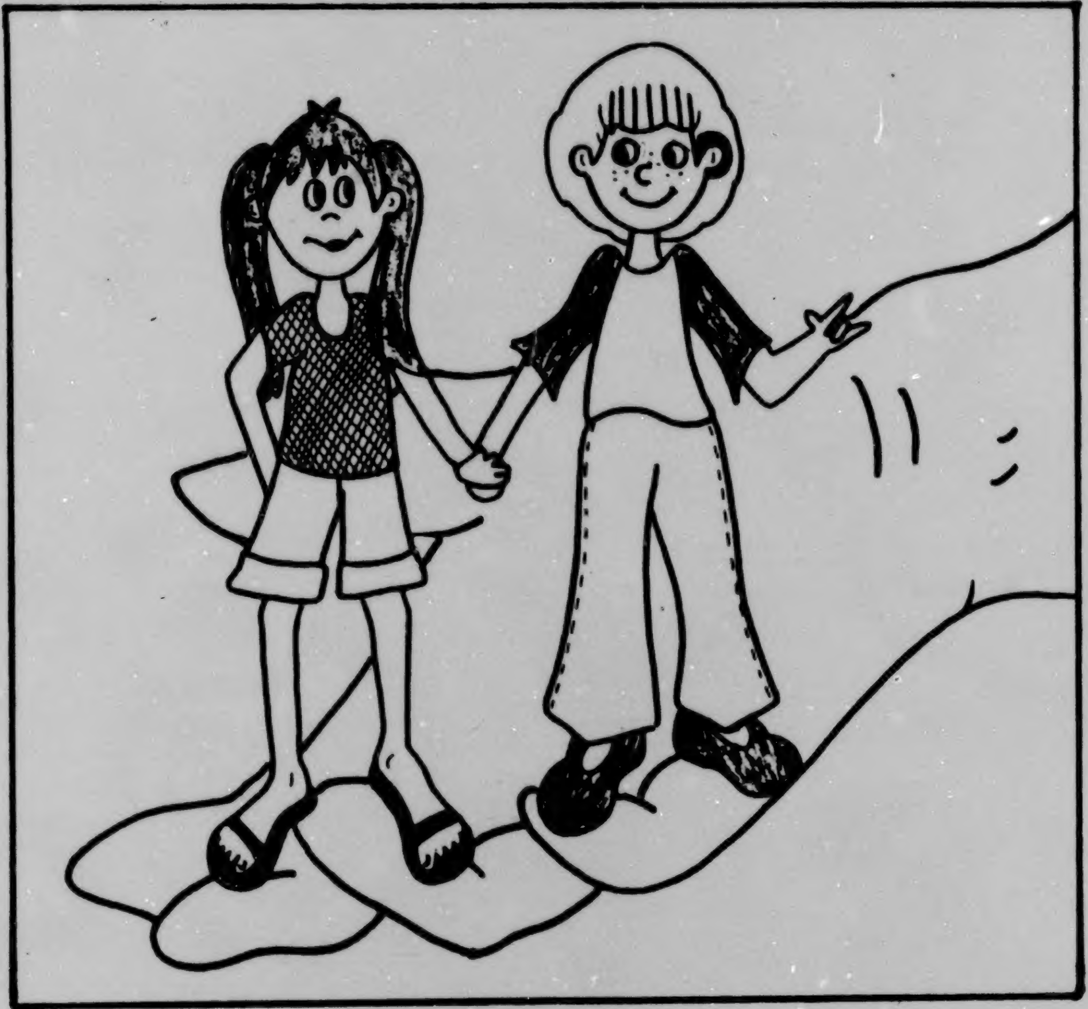

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HEARING IMPAIRED

The number of hearing impaired children being integrated into the regular classroom is steadily increasing, allowing those children who are labeled "deaf" or "hard of hearing" the opportunity to interact with their hearing peers. This opportunity arises as a result of the present political, social, and educational developments which are increasingly supporting the idea of accommodation within the neighborhood schools for exceptional children. According to the Bureau of Education for the Handicapped, 3 in 4,000 school aged children are deaf and 1 in 2,000 are hard of hearing, within the United States.

A hearing impaired child is one who requires specialized education because of a hearing loss. However, the level of the child's personal, academic, or social performance cannot automatically be determined through sole evaluation of audiogram results. Each child varies in the extent of damage he/she has sustained to the hearing mechanism, ranging in loss from mild to profound. (Consequently, each child varies in his/her ability to integrate speech sounds both receptively and expressively into meaningful units.)

Differences also are noted in the preference for a communicative mode. Some hard of

(continued)

hearing children communicate primarily through hearing the spoken word. Others communicate primarily through speechreading. During this process, information is obtained through focus on lip movement, facial expression and attention to the entire situation. Speechreading used in conjunction with a hearing aid can increase comprehension if the individual person has any residual hearing. Manual communication is another mode where information is obtained through observation of signs, consisting of varied hand shapes, fingerspelling, facial expressions and gestures. A total method is also utilized by some children which is a combination of speechreading, use of residual hearing and manual communication.

With increasing awareness of the hearing impaired child and his/her integration with hearing peers, there is a greater opportunity for their educational and social development with increased appreciation of individual differences among all children.

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME ______________________________

DATE ______________________________

QUIZ QUESTIONS - HEARING IMPAIRED

Listen carefully as your teacher reads each of the following questions.

Circle the correct TRUE or FALSE answer.

1. Rubella is the major cause of deafness . . . . TRUE FALSE
2. The hammer is located in the inner ear . . . . TRUE FALSE
3. Wax in your ear can cause a hearing loss . . . . TRUE FALSE
4. A slate is used by the deaf to communicate . . . . TRUE FALSE
5. Ameslan is the name of a hearing aid . . . . TRUE FALSE
6. Fingerspelling is faster and easier than sign language . . . . TRUE FALSE
7. Hearing aids make deaf people hear . . . . TRUE FALSE
8. A TDD is used by the deaf. . . . . TRUE FALSE
9. Sound is caused by vibration . . . . TRUE FALSE

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME ______________________________

DATE ______________________________

QUIZ QUESTIONS - HEARING IMPAIRED

Upon completion of an eight week implementation of project "Teach 'n' Reach" unit, students will correctly answer 80% of the following questions.

Listen carefully as your teacher reads each of the following questions.

Circle the correct TRUE or FALSE answer.

1. Rubella is the major cause of deafness . . . . [✓ TRUE] FALSE
2. The hammer is located in the inner ear . . . . TRUE [✓ FALSE]
3. Wax in your ear can cause a hearing loss . . . . [✓ TRUE] FALSE
4. A slate is used by the deaf to communicate . . . . TRUE [✓ FALSE]
5. Ameslan is the name of a hearing aid . . . . TRUE [✓ FALSE]
6. Fingerspelling is faster and easier than sign language . . . . TRUE [✓ FALSE]
7. Hearing aids make deaf people hear . . . . TRUE [✓ FALSE]
8. A TDD is used by the deaf. . . . . [✓ TRUE] FALSE
9. Sound is caused by vibration . . . . [✓ TRUE] FALSE

TEACHER'S COPY

GOAL

To increase student awareness and knowledge of the anatomical structures of the ear.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to identify three out of five anatomical structures in the ear.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Students will investigate a model ear. Anatomical identification will be made of its various parts.	Model - Ears	
See prepared worksheet pp 10 - 11. *(Suggest worksheet also be made into a transparency.)*	MP You and Your Ears (ih. 8 min.)	
	Systems of the Human Body, Milliken Publishing Co.	
B. Class discusses each of the three areas of the ear and what could cause a hearing loss.		
1. External - Outer (Conductive Loss)		
a. Pinna/Helix - missing or malformation b. Auditory canal - wax or tumor		
See prepared worksheet pp 10 - 11.		
2. Middle Ear (Conductive Loss)		
a. Tympanic Membrane - eardrum (puncture) b. Ossicles - missing, disconnected or malformation; infection; fluid		
(continued)		

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE | **MATERIALS** | **RESOURCES**

b. continued
  1.) Malleus - hammer
  2.) Incus - anvil
  3.) Stapes - stirrup

See prepared worksheets pp 10 - 11.

3. Inner Ear (Sensory Neural Loss)

a. Semicircular canals]
b. Cochlea] Fluid, nerve damage,
c. 8th Cranial nerve] malformation or tumor

See prepared worksheets pp 12 - 17.

C. Teacher leads a class discussion on other causes of hearing loss.

1. Rubella or German Measles

a. Prenatal - pregnant mother contracts virus.
b. Postnatal - child contracts virus.

2. Fever

a. Prenatal - pregnant mother becomes ill.
(continued)

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

ACTIVITY PROCEDURE	MATERIALS	RESOURCES	NOTES
b. Postnatal - child becomes ill. 3. Birth Defects 4. Medication a. Prenatal - pregnant mother takes medication (i.e., Tetracycline) b. Postnatal - child is allergic to medication. 5. Accident 6. Loud Noises 7. Heredity 8. Chronic Ear Infection - Allergies 9. Spinal Meningitis			
D. The ear functions somewhat like a telephone, converting sound waves into electrical impulses through the 8th nerve. Have students role play being a "sound." Examples: (continued)	Model - Ear Chart - Brain and Nervous System		

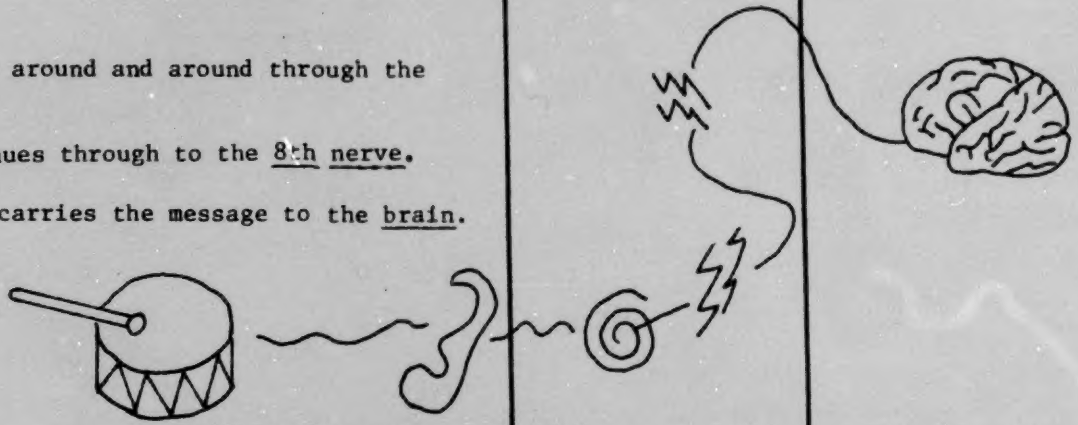
GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

ACTIVITY PROCEDURE	MATERIALS	RESOURCES	NOTES
D. continued 1. Hit a drum.	Drum		
2. Sound moves through the canal.	MP Loud Sounds, Soft Sounds (pu 20 min.)		
3. Sound hits and then vibrates the ear drum.			
4. The sound passes through the three ossicles (hammer, anvil, stirrup) acting as a series of levers. These increase the amplitude of the sound.			
5. The sound passes around and around through the cochlea.			
6. The sound continues through to the 8th nerve.			
7. The nerve fiber carries the message to the brain.			



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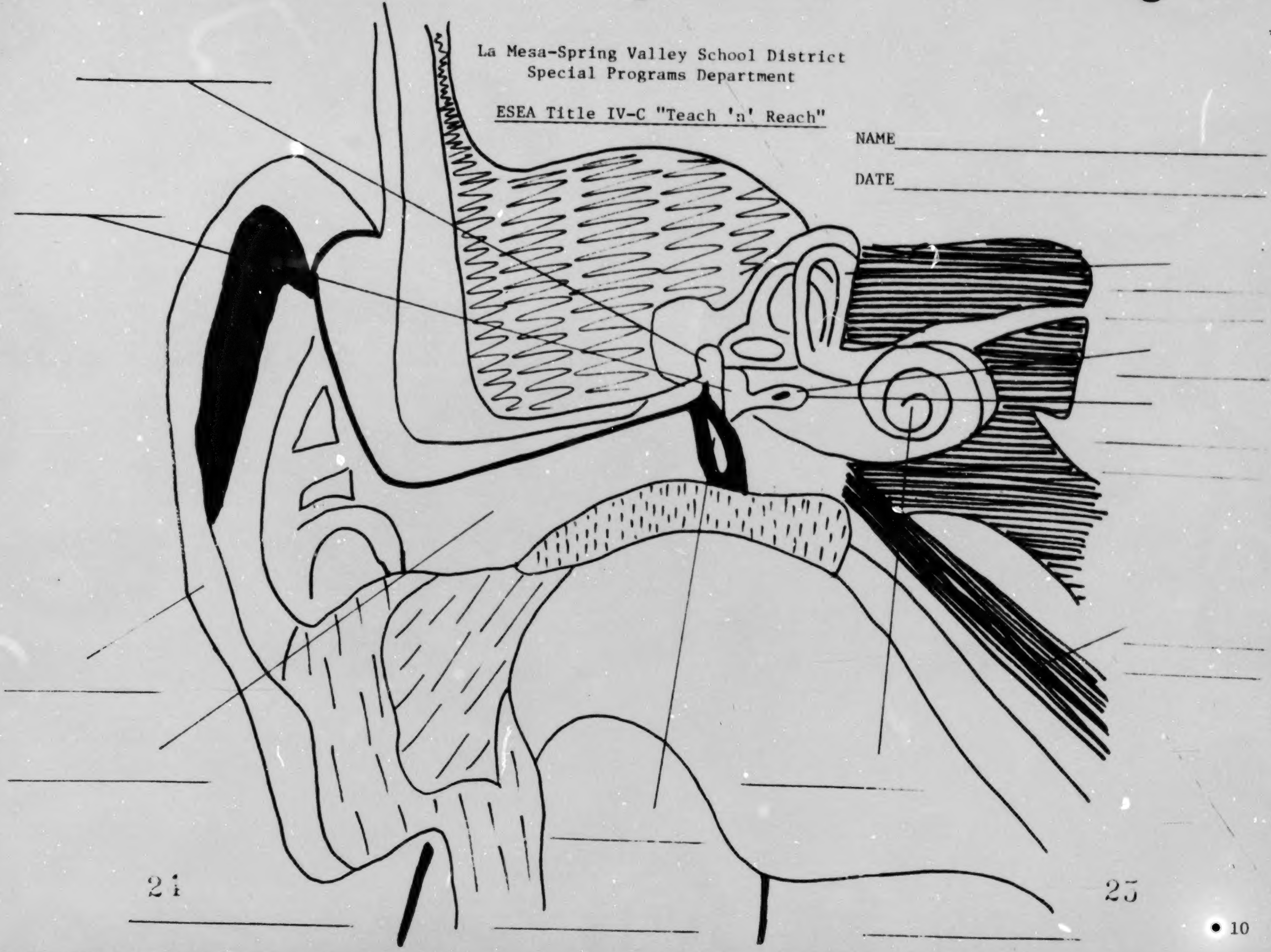

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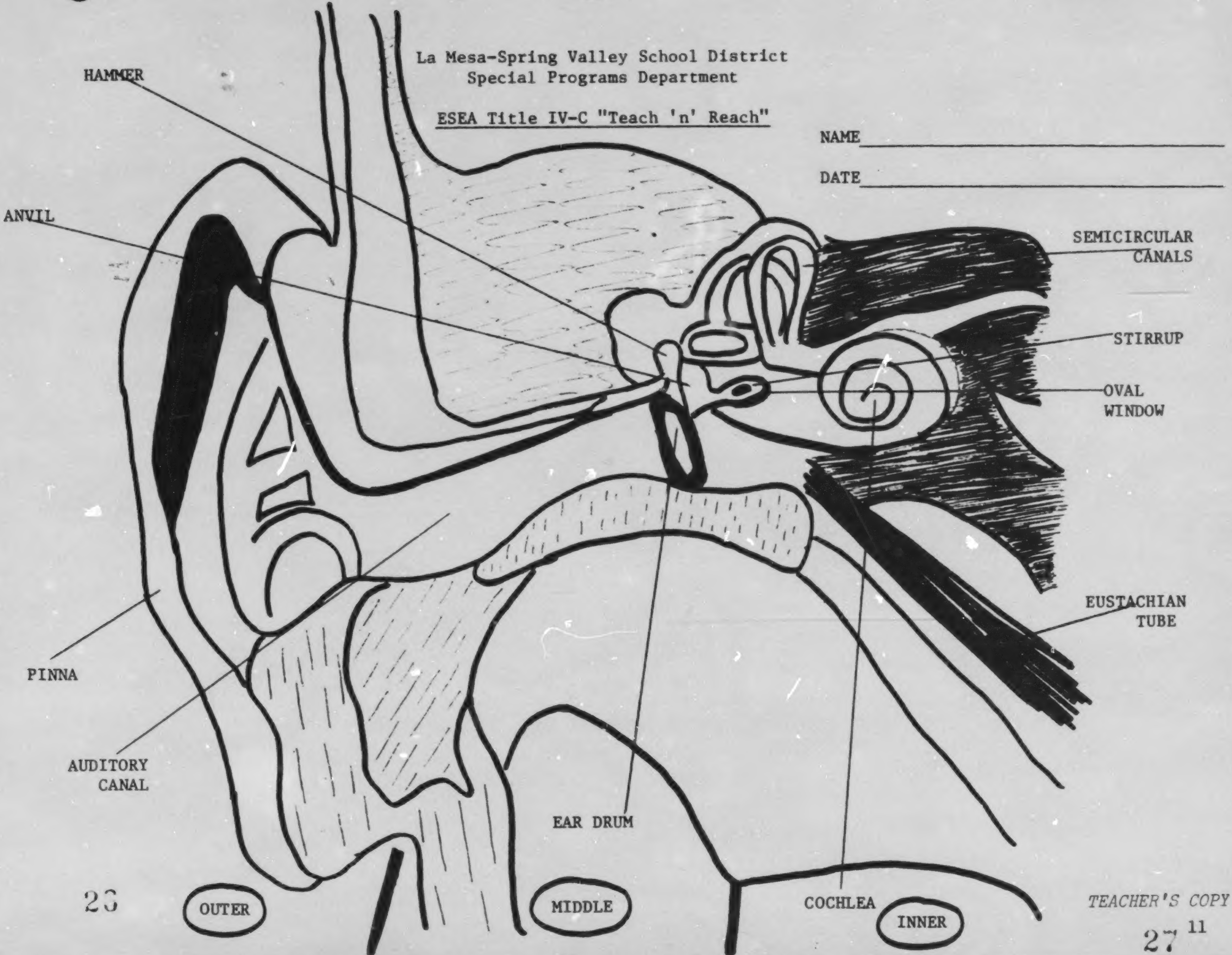

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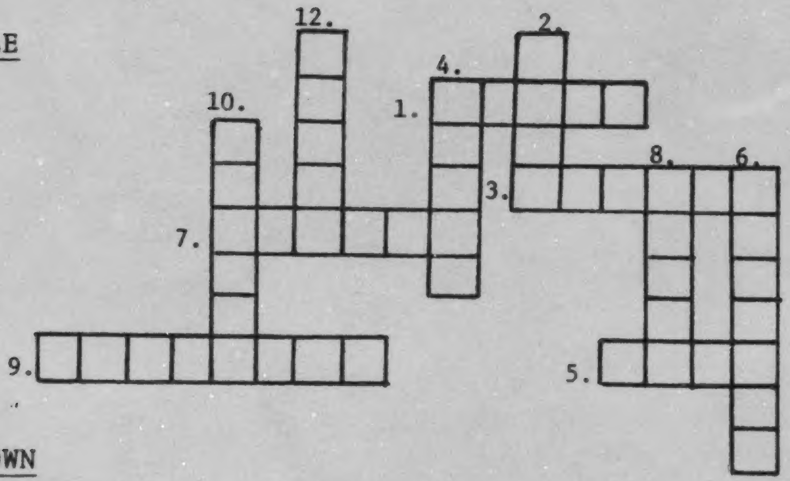
NAME ______________________________

DATE ______________________________

CROSSWORD PUZZLE



DOWN

2. You use them to listen.
4. There are three of them in the middle ear.
6. One bone in the middle ear is shaped like this part of the saddle.
8. Sounds reach the brain by traveling along the auditory ____________.
10. One bone in the middle ear that is shaped like a carpenter's tool.
12. The cochlea is filled with this.

ACROSS

1. This tells you what sound you are hearing.
3. This is what you hear.
5. You use your ears to ____________
7. There are three bones in the ____________ part of the ear.
9. The ear drum is a very thin __________.

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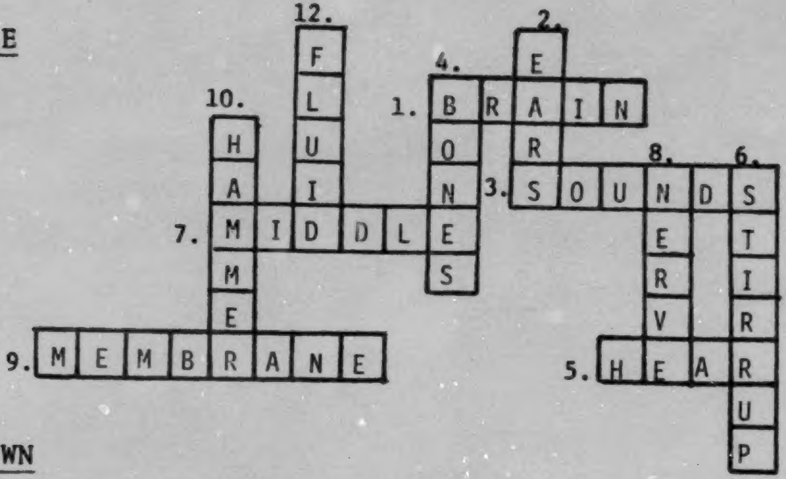
ESEA Title IV-C "Teach 'n' Reach"

NAME ______________________________

DATE ______________________________

CROSSWORD PUZZLE



DOWN

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TEACHER'S COPY

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ESEA Title IV-C "Teach 'n' Reach"

NAME ____________________________

DATE ____________________________

WORD SEARCH ON THE EAR (All words go across.)

P	A	T	I	H	A	M	M	E	R	J	K	U	C	A
Q	O	R	S	C	B	F	L	U	I	D	H	B	L	P
O	P	N	E	R	V	E	G	L	V	C	N	W	B	K
N	Q	R	S	B	M	V	I	B	R	A	T	E	L	M
E	A	R	T	U	Z	A	G	B	A	L	A	N	C	E
H	I	S	O	U	N	D	S	Y	F	E	K	J	X	B
H	E	A	R	B	A	V	Y	Z	B	O	N	E	S	D
A	N	V	I	L	B	C	B	R	A	I	N	I	F	E
E	D	S	T	I	R	R	U	P	W	J	X	H	G	F

1. Cross the words out as you find them:

   - Ear
   - Sounds
   - Nerve
   - Brain
   - Hammer
   - Anvil
   - Stirrup
   - Bones
   - Vibrate
   - Hear
   - Balance
   - Fluid

2. Can you write sentences with these words?

3. Can you write a story using these words?

La Mesa-Spring Valley School District
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ESEA Title IV-C "Teach 'n' Reach"

NAME ______________________________

DATE ______________________________

WORD SEARCH ON THE EAR (All words go across.)

P	A	T	I	H	A	M	M	E	R	J	K	U	C	A
Q	O	R	S	C	B	F	L	U	I	D	H	B	L	P
O	P	N	E	R	V	E	G	L	V	C	N	W	B	K
N	Q	R	S	B	M	V	I	B	R	A	T	E	L	M
E	A	R	T	U	Z	A	G	B	A	L	A	N	C	E
H	I	S	O	U	N	D	S	Y	F	E	K	J	X	B
H	E	A	R	B	A	V	Y	Z	B	O	N	E	S	D
A	N	V	I	L	B	C	B	R	A	I	N	I	F	E
E	D	S	T	I	R	R	U	P	W	J	X	H	G	F

1. Cross the words out as you find them:

- Ear
- Sounds
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- Brain
- Hammer
- Anvil
- Stirrup
- Bones
- Vibrate
- Hear
- Balance
- Fluid

2. Can you write sentences with these words?

3. Can you write a story using these words?

TEACHER'S COPY

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NAME ______________________________

DATE ______________________________

WORD SEARCH ON THE "EAR"

Read the paragraph first. Words are up, down, at an angle and backwards. Cross out the words in the paragraph as you find them.

C	O	C	H	L	E	A	B	K	D	E	L	F	G	T
A	E	G	H	C	O	A	N	V	I	L	M	U	H	A
F	A	O	V	A	P	B	L	C	J	R	O	N	P	M
B	R	A	I	N	U	A	I	I	S	P	Q	N	F	O
T	D	U	B	A	R	L	A	N	I	N	N	E	R	L
W	R	D	R	L	R	A	N	M	I	D	D	L	E	S
C	U	I	A	U	I	N	S	O	U	N	D	S	V	T
E	M	T	T	X	T	C	D	U	H	G	N	Q	U	V
I	N	O	I	V	S	E	J	T	A	O	E	H	T	R
X	M	R	O	E	Z	V	M	E	M	B	R	A	N	E
D	P	Y	N	F	B	A	Y	R	M	O	V	I	S	W
E	M	O	S	F	L	U	I	D	E	R	E	Q	B	K
L	B	N	S	O	C	Y	K	R	R	A	Z	I	J	L

Find the underlined words in the word search.

The ear helps carry sounds to the brain. The ear has three parts, the outer ear, the middle ear and the inner ear. The outer ear funnels the sounds or vibrations inside the auditory canal to the ear drum. The ear drum is a very thin membrane. The sound waves vibrate the ear drum. The ear drum makes three bones in the middle ear vibrate, too. These bones are the hammer, the anvil and the stirrup. In the inner ear is the cochlea. The cochlea is shaped like a snail shell, and is filled with fluid. This fluid affects your balance. The sounds now travel up the auditory nerve to the brain.

La Mesa-Spring Valley School District
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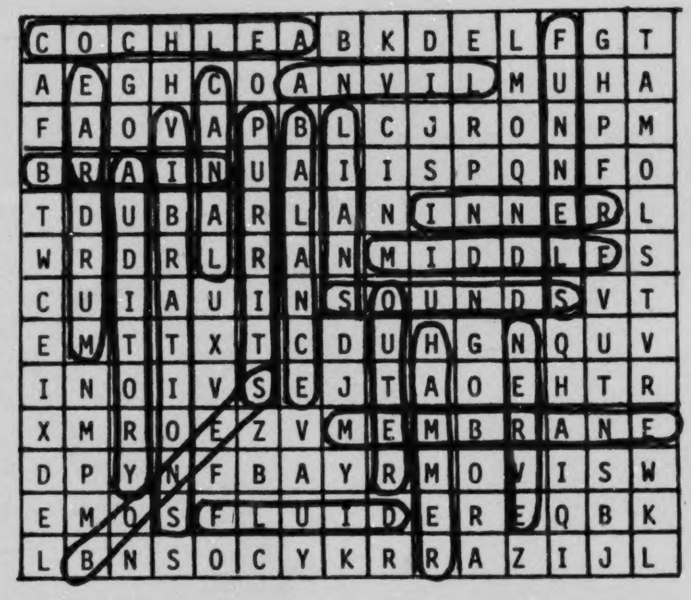
ESEA Title IV-C "Teach 'n' Reach"

NAME ____________________

DATE ____________________

WORD SEARCH ON THE "EAR"

Read the paragraph first. Words are up, down, at an angle and backwards. Cross out the words in the paragraph as you find them.



C	O	C	H	L	E	A	B	K	D	E	L	F	G	T
A	E	G	H	C	O	A	N	V	I	L	M	U	H	A
F	A	O	V	A	P	B	L	C	J	R	O	N	P	M
B	R	A	I	N	U	A	I	I	S	P	Q	N	F	O
T	D	U	B	A	R	L	A	N	I	N	N	E	R	L
W	R	D	R	L	R	A	N	M	I	D	D	L	E	S
C	U	I	A	U	I	N	S	O	U	N	D	S	V	T
E	M	T	T	X	T	C	D	U	H	G	N	Q	U	V
I	N	O	I	V	S	E	J	T	A	O	E	H	T	R
X	M	R	O	E	Z	V	M	E	M	B	R	A	N	E
D	P	Y	N	F	B	A	Y	R	M	O	V	I	S	W
E	M	O	S	F	L	U	I	D	E	R	E	Q	B	K
L	B	N	S	O	C	Y	K	R	R	A	Z	I	J	L

Find the underlined words in the word search.

The ear helps carry sounds to the brain. The ear has three parts, the outer ear, the middle ear and the inner ear. The outer ear funnels the sounds or vibrations inside the auditory canal to the ear drum. The ear drum is a very thin membrane. The sound waves vibrate the ear drum. The ear drum makes three bones in the middle ear vibrate, too. These bones are the hammer, the anvil and the stirrup. In the inner ear is the cochlea. The cochlea is shaped like a snail shell, and is filled with fluid. This fluid affects your balance. The sounds now travel up the auditory nerve to the brain.

TEACHER'S COPY

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ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase student awareness and knowledge about the vibrations of sound.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to demonstrate two procedures dealing with the physiology of sound.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Demonstrate to students that sounds can be reflected. Each student makes a tube by rolling newspaper into the width of a broomhandle. Use cellophane tape to keep the tube from unrolling. Hold a watch, or another sound source, at one end of the paper tube. The opposite end should be placed up against a large piece of cardboard. A second student covers one ear with his/her hand and puts his/her tube up to their other ear. The opposite end of the tube is placed against the cardboard 2 inches away from the first students. Experiment with different positions against the cardboard to appreciate how readily sound waves can be reflected.	Newspaper Cellophane Tape Stopwatch Cardboard	Wagner, Dua, Finsand and Mork, Science Games and Activities, Teachers Publishing, 1972. Vivian, Charles, Science Experiments and Amusements for Children, Dover Publication, 1967.
B. Demonstrate to students how sound waves travel. Strike the end of a fork faintly on the edge of a table. Students will hear a noise like a tuning fork. Strike the fork a second time and quickly touch an empty water glass. Note how the sounds have been magnified.	Fork Glass MP Sounds How They Travel (1h. 11 min.)	
C. Demonstrate how sound waves travel. Using two tin cans, make a small hole in the		

(continued)

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ESEA Title IV-C "Teach 'n' Reach"

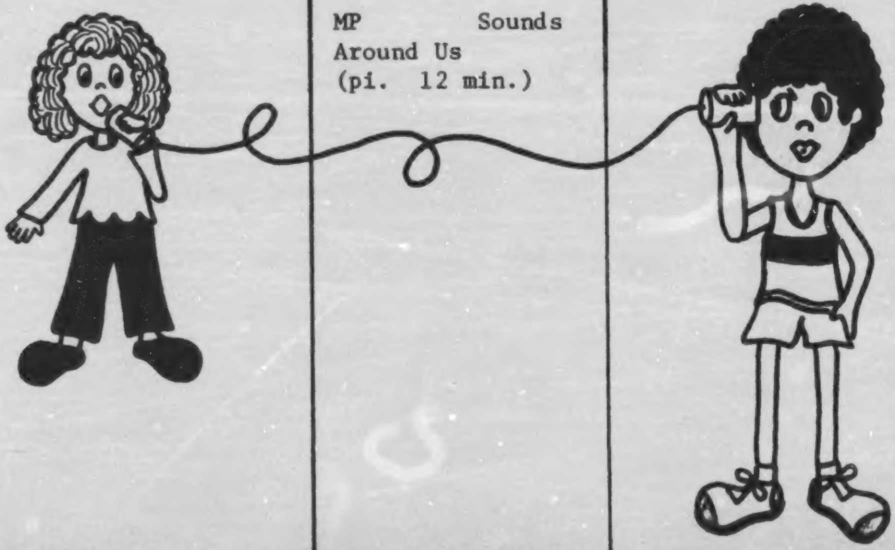
GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

ACTIVITY PROCEDURE	MATERIALS	RESOURCES	NOTES
C. continued bottom of each with a nail. Pass one end of a long length of strong thread through one of the holes and tie off. Repeat this with the other tin can. Have two students walk apart so that the thread is taut. One student speaks into the can while the other listens.	2 Tin Cans String or Thread Hammer Nail MP Sounds Around Us (pi. 12 min.)		



(continued)

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

ACTIVITY PROCEDURE	MATERIALS	RESOURCES	NOTES
D. Demonstrate the transmission of sound. Fill a balloon full of water. Hold the balloon next to your ear while on the opposite side of the balloon, hold a watch. You can hear the ticking plainly. Remove the balloon and hold the watch the same distance from the ear. The ticking will be fainter.	Balloon Watch MP Discovery Where Sound Travels (ih 11 min.)		
E. Demonstrate the transmission of sound. Have a student hold a yardstick with one end close to, but not touching, his mouth. Have someone scratch the other end of the stick. Now have the student place the stick firmly between his teeth. Again scratch the other end of the yard stick. The vibration set up by the scratching is transmitted along the stick, through the teeth and bones, to the inner ear.	Yardstick		
F. Demonstrate that sound is transmitted through vibrations. Cut both ends out of a quart tin can. Cover one end with a piece of balloon. Glue a piece of mirror (size of a dime) to outside of the balloon, about 1" from center. Direct a light beam at the (continued)	Tin Can Balloon Mirror Flashlight		

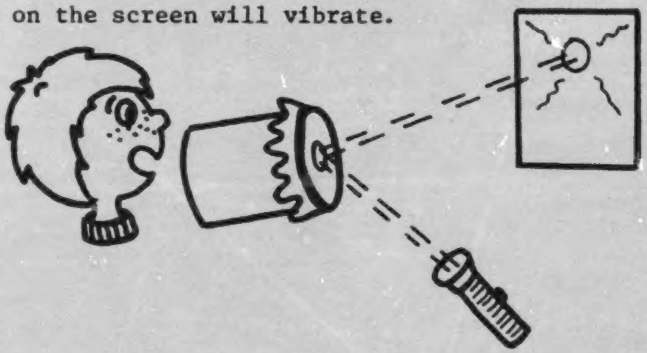
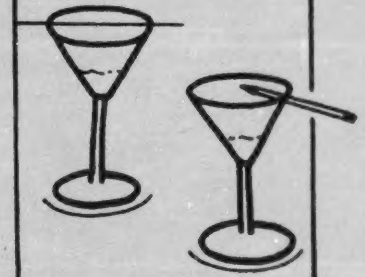
GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

N O T E S

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
F. continued mirror so that the reflection falls on a screen. By shouting into the open end of the can the light reflection on the screen will vibrate. 		
G. Demonstrate the transmission of sound. Fill two identical glasses with the exact same amount of water. Stand the glasses 4-5 inches apart. Place a fine wire across the top of the glass that is further from you. Now strike the glass that is closer to you with a pencil. The wire on the other glass will move.	Two Wine Glasses Wire Pencil	

(continued)

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

ACTIVITY PROCEDURE	MATERIALS	RESOURCES	NOTES
H. Demonstrate sound waves. Strike a tuning fork and let the students feel the vibrating fork. Strike it again and place it in a bowl of water to observe the sound waves. Put sand on a drum head and hit it. Again observe the formation of the sound waves. Discuss what hearing impaired people might experience who can't hear sounds but can feel strong vibrations which give them information about the location of things as well as rhythm.	Tuning Fork Bowl of Water Drum Sand	Barnes, E., What's the Difference? Human Policy Press, Syracuse, NY, 1978.	

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase student knowledge and awareness about a hearing loss.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to describe what they think it is like to have a hearing loss.

NOTES

ACTIVITY PROCEDURE

A. Teacher leads discussion to include information about hearing impairment.

1. Hard of hearing - audiometric assessment showing a decibel loss between 25 to 80 dB through the frequencies of 500, 1000, 2000 and 4000 Hz.

2. Deaf - audiometric assessment showing a decibel loss over 80 dB through the frequencies of 500, 1000, 2000 and 4000 Hz.

3.

Normal hearing	0 to 24 dB
Mild hearing loss	25 to 39 dB
Moderate hearing loss	40 to 54 dB
Moderate to severe hearing loss	55 to 69 dB
Severe hearing loss	70 to 89 dB
Profound hearing loss	90 dB on up

4. 500 to 4000 Hz is the frequency range in which most speech sounds occur.

B. Teacher leads discussion about the instrument used to measure hearing and the graph used to record the results.

(continued)

MATERIALS

Audiometer

What's Say Kit: "What If You Couldn't..."

Levine, E. Lisa and Her Soundless World. NY, NY: Human Science Press 1974.

RESOURCES

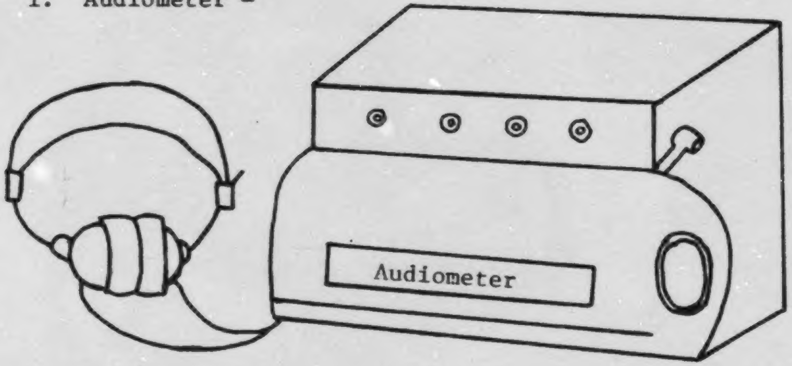
GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
1. Audiometer -  an electrical device, which measures the number of decibels at particular frequencies necessary to perceive sound. a. Portable - provides pure tones at selected frequencies. b. Diagnostic - provides pure tones at selected frequencies and spoken words. 2. Audiogram - the graph used to illustrate hearing threshold levels.		

(continued)

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

ACTIVITY PROCEDURE	MATERIALS	RESOURCES	NOTES
2. continued a. Loudness is designated in decibels (dB) from 0 to 110 on the vertical plane. b. Pitch is designated in frequencies from 125 to 8000 Hz on the horizontal plane. *See prepared worksheet p 26.*	Record - Getting Through Zenith Radio Co. 6501 W. Grand Ave. Chicago, Ill		
C. Teacher plays the record "Getting Through - Band 4 An Unfair Hearing Test." *See prepared worksheet p 27.*	Record - How They Hear Gordon - Stowe Northbrooke, Ill.		
D. Select a small group of students to experience a moderate hearing loss. Students put cotton balls into their ears and cover ears with ear phones. Conduct the class as usual, include a spelling test or lesson where the students are dependent on auditory cues. Afterwards have a class discussion on how it felt to have a hearing loss.	Cotton balls Ear phones	Barnes, E. What's the Difference, Human Policy Press, Syracuse, NY, 1978.	
E. Select a small group of students to experience a moderate hearing loss. Put cotton balls into their ears and cover ears with ear phones. Test students hearing loss with an audiometer.	Cotton balls Ear phones Audiometer		

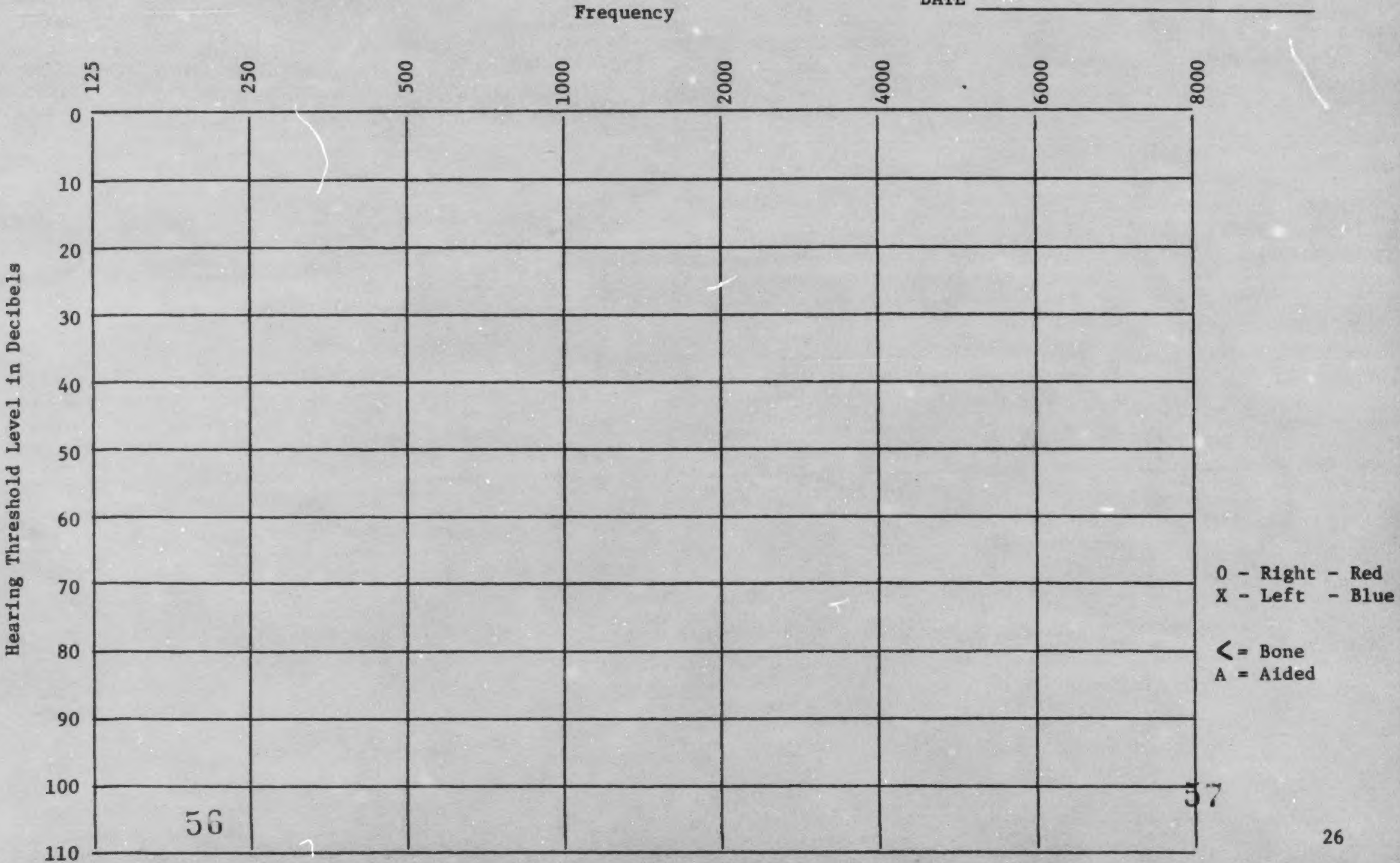
La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

AUDIOGRAM

NAME ______________________

DATE ______________________



La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

AUDIOGRAM

NAME ______________________________

DATE ______________________________

Getting Through - Band 4

An Unfair Hearing Test

1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
0.			

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase student awareness and knowledge about the hearing impaired.

PERFORMANCE OBJECTIVES

Upon completion of the activities the students will demonstrate an increased appreciation of environmental sounds.

ACTIVITY PROCEDURE	MATERIALS	RESOURCES	NOTES
A. The absence of sound might be discussed. For example: 1. Is there any time when there is no sound? a. Darken the room and have students close their eyes. b. Invariably they will still hear sounds. 2. To promote awareness or sensitivity to the environment the teacher should point out that even though we are not conscious of it or often don't attend to it, there are always sounds around us.			
B. Collect several items that make a sound and that are commonly found around the classroom or at home. 1. Bell 2. Marbles 3. Blocks 4. Paper 5. Eraser	Bell Marbles Blocks Record, What's Its Name, by Jean Utly, Ph.D., Distributed by the University of Ill. Press.	Focus on Self Development, Stage One - Awareness, Science Research Associates, Inc. pp 46-48.	

(continued)

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL
(continued)

PERFORMANCE OBJECTIVES

(continued)

N O T E S

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
B. continued		
6. The object of the game is to guess what object is making the sound while one is blindfolded.		
C. Without the pupils knowledge, tape record classroom chaotic or disruptive situations.	Tape Recorder Blank Tape	
1. Play the recording back to the students.		
2. The class should understand that when everyone talks at once it is impossible to understand anyone, and that sound becomes noise.		
3. The pupils should try to distinguish certain sounds that are present, voices, etc.		
4. Discuss the problems they have with picking out distinct sounds and how much easier it is to attend to something or someone when there are not distractions.		

GOAL

To increase the appreciation of the sense of hearing.

PERFORMANCE OBJECTIVES

Upon completion of the activities students vocabulary and language skills will be enhanced through the use of onomatopeias.

NOTES

ACTIVITY PROCEDURE

A. Teacher defines and describes what "onomatopoeia" is. (The use of imitative and naturally suggestive words. An imitation of a sound, made by or associated with its referent.)

1. Students think of sound words:
   Examples:

   a. Tinkle
   b. Jingle
   c. Tap
   d. Buzz
   e. Cuckoo
   f. Boom

2. Use the words in creative writing.

See prepared worksheet p 31.

MATERIALS

RESOURCES

Center Stuff for Nooks, Crannies and Corners. Incentive Publications.

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach

NAME ______________________

DATE ______________________

Sit quietly and listen for different sounds.

Make a list of at least fifteen sounds you hear.

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
7. ______________________
8. ______________________
9. ______________________
10. ______________________
11. ______________________
12. ______________________
13. ______________________
14. ______________________
15. ______________________

Classify the sounds that you hear:

Happy Sounds	Sad Sounds	Working Sounds

Center Stuff for Nooks, Crannies and Corners, Incentive Publications.

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase student awareness and knowledge about the appliances utilized by the hearing impaired.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to identify three parts of a hearing aid and how a TDD is used.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Students will be given the opportunity to examine the aids and appliances which assist the hearing impaired. Those suggested are: 1. Hearing Aids 2. Molds 3. Batteries 4. Auditory Trainers 5. Hearing Dogs 6. TDDs *See prepared information sheets pp 33 - 35.*	Hearing Aids Molds Batteries Auditory Trainers TDD Peterson, J. I Have a Sister, My Sister Is Deaf, Harper and Row, 1977. Litchfield, A. A Button In Her Ear, Albert Whitman and Co., 1978. Kit - What If You Couldn't...? Kit - Kids Come In Special Flavors	Hearing Aid Center, 3952 30th St., San Diego, CA Disabled Student Services, San Diego State University, Campus Lab Room 110 San Diego, CA 92182 Deaf Community Services, 601 Market St., San Diego, CA 92101

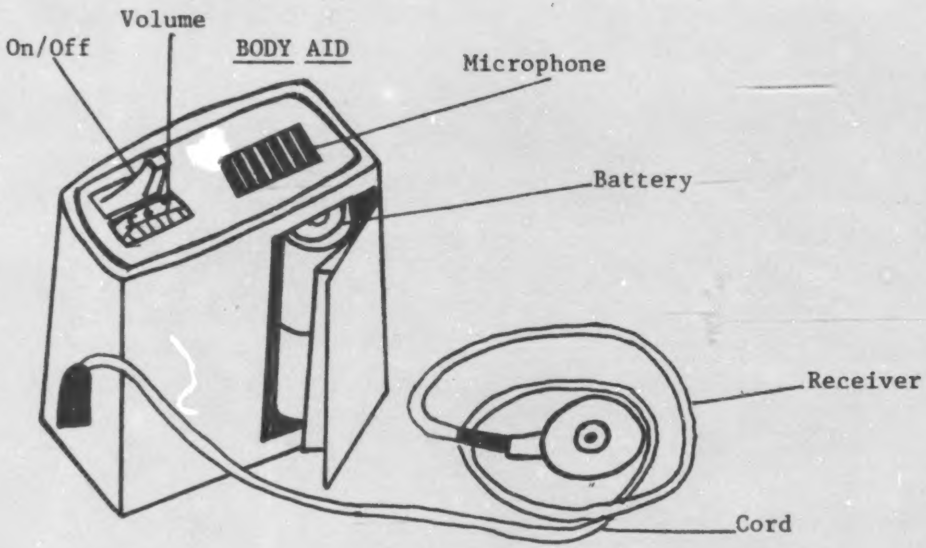
La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach

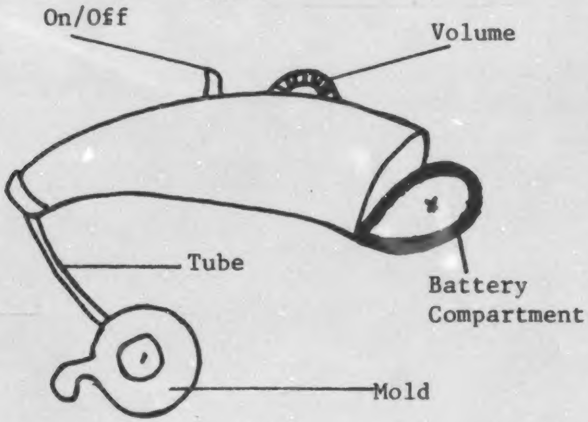
NAME________________________________

DATE________________________________

HEARING AIDS



HEAR LEVEL AID



The major kind of mechanical aid used by the hearing impaired is a hearing aid. A hearing aid helps a child by making sounds louder. Its effect depends on the seriousness of the hearing loss. For some children an aid makes spoken words understandable. For others, it only helps them to hear speech partially. And for still others, it may only help them know that sounds are being made. One problem with a hearing aid is that it makes all sounds louder, not just speech. This means that sounds such as traffic, crashing of blocks, people talking, etc., are made louder and will interfere with the child's listening.

(continued)

Two kinds of hearing aids are:

1. The body aid which is worn on the body in an appropriate harness.
2. The ear-level aid which is worn behind the ear.

All hearing aids work the same way. A microphone picks up the sound. Batteries provide power to make the sound louder. An ear mold fits into the ear and is attached to the receiver. The receiver adapts the sound and makes it louder. A cord or tubing is used to connect the receiver to the earmold. The earmold directs the sound into the ear.

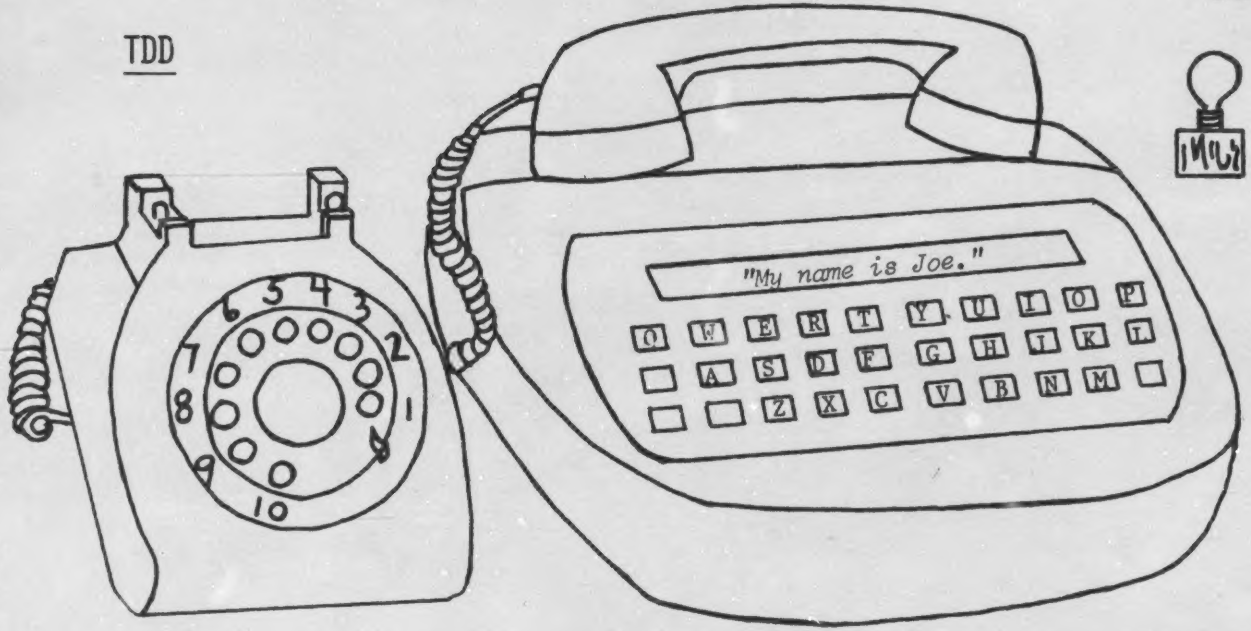
La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME ______________________________

DATE ______________________________

TDD


"My name is Joe."
Q W E R T Y U I O P
A S D F G H J K L
Z X C V B N M
1 2 3 4 5 6 7 8 9 10

The TDD is a telecommunications device designed for use by the deaf and/or speech impaired individuals. It offers simplicity of operation and complete mobility to the user, while providing easily read, printed copy of the telephone conversation.

A light bulb is used to indicate the presence of an incoming phone call. Any standard telephone receiver is placed on the TDD. Messages are typed into the TDD and are received on a display window and/or on a return tape.

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase knowledge and awareness about the individual differences in our speech.

PERFORMANCE OBJECTIVES

Upon completion of activities students will have a better understanding as to why the deaf have unusual speaking qualities.

ACTIVITY PROCEDURE	MATERIALS	RESOURCES	NOTES
A. Each student should have available to him/her some type of reading material.	Blindfold		
1. One student is selected and blindfolded.	Cohen, S. Accepting Individual Differences - Hearing Impaired, Developing Learning Materials, p 2.		
2. The teacher points to a child who then reads a sentence out loud.			
3. The blindfolded student tries to identify who is talking.			
B. One at a time students read the same sentence and record their voices on a tape recorder.	Tape Recorder Blank Tape		
1. Other students identify whose voice they hear.			
C. Introduction: Students who don't hear well have to work very hard to learn to talk. Often because they can't hear their own speech, it sounds very unusual. But, like each of our voices, theirs are also individually unique and distinguishable.	Kit - What If You Couldn't? Selective Educational Equipment		
1. Play tape of deaf speech.	Kit - Kids Come In Special Flavors		
a. Were you able to understand any child? b. Why did their speech sound so different? c. What sounds were hard for them to say?			

(continued)

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE

D. Introduction: Because hearing impaired do not hear all of our vocal qualities they have no idea how voice should sound. The hearing impaired learn to speak by imitation.

1. The classroom teacher frowns at the students and shows a facial expression of disappointment, but mouths the words of praise.
    a. Students guess how her voice sounds.
2. The students can draw a picture of an imaginary animal. They must also create a sound for the animal.
    a. One at a time the children share their pictures and mouth the sound of their animal.
    b. The remaining class has to guess and imitate what they think the sound sounds like.

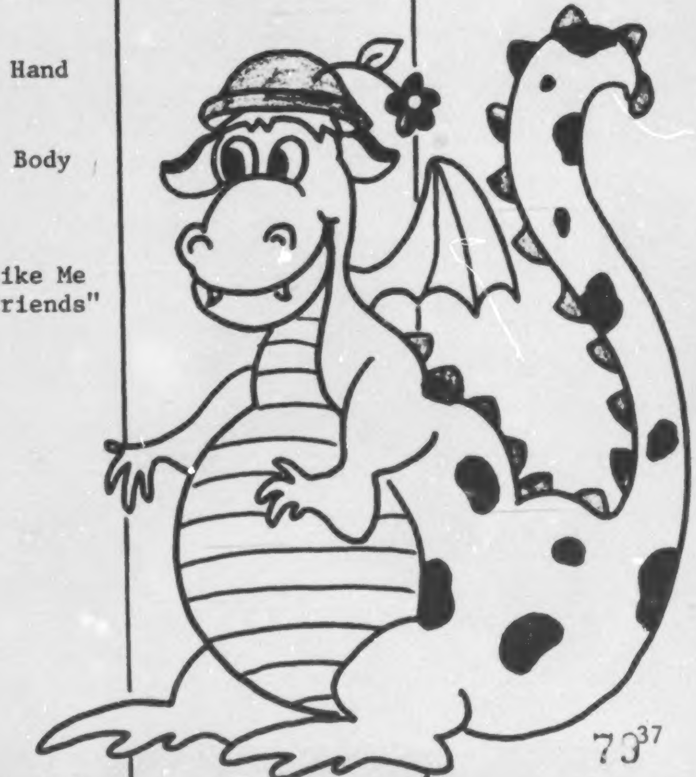
MATERIALS

MP
Messages By Hand

Filmstrip
Hello Every Body
Part I

Filmstrip
Like You, Like Me
"Let's Be Friends"

RESOURCES



La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

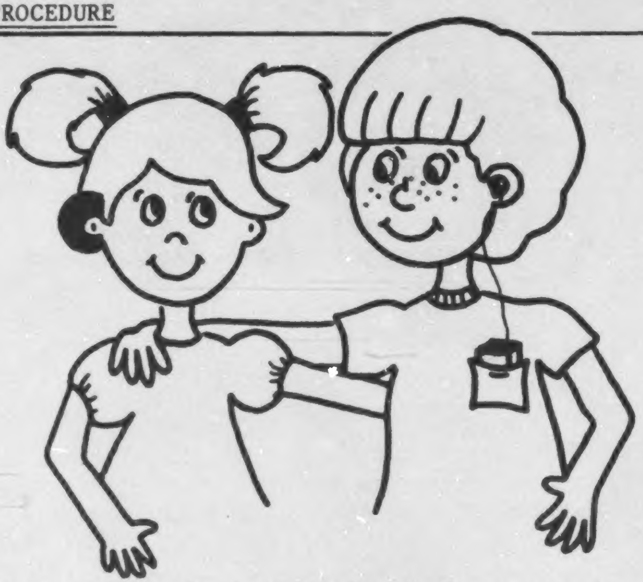
GOAL

To increase communication skills with the hearing impaired.

PERFORMANCE OBJECTIVES

Upon completion of activity students will be able to list three ways on how to meet the communication needs of the hearing impaired.

ACTIVITY PROCEDURE



A. Often students find it is difficult to know how to act and/or how to communicate with a person who cannot hear.

1. Children can discuss ways to assist communication skills when talking to the hearing impaired. Children may be asked:

(continued)

MATERIALS

Litchfield, A. A Button In Her Ear. Chicago, IL: Whitman and Co., 1976.

Peterson, J. I Have a Sister, My Sister is Deaf. New York, NY: Harper and Row, 1977.

Wolf, B. Anna's Silent World. New York: Lippincott, 1977.

RESOURCES

Siebens, B., I Can't Hear You, Madison Association for Education of the Deaf.

NOTES

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
1. continued a. Do you know anyone with a hearing handicap? b. What were your experiences? *See prepared worksheets pp 40 - 42.*		

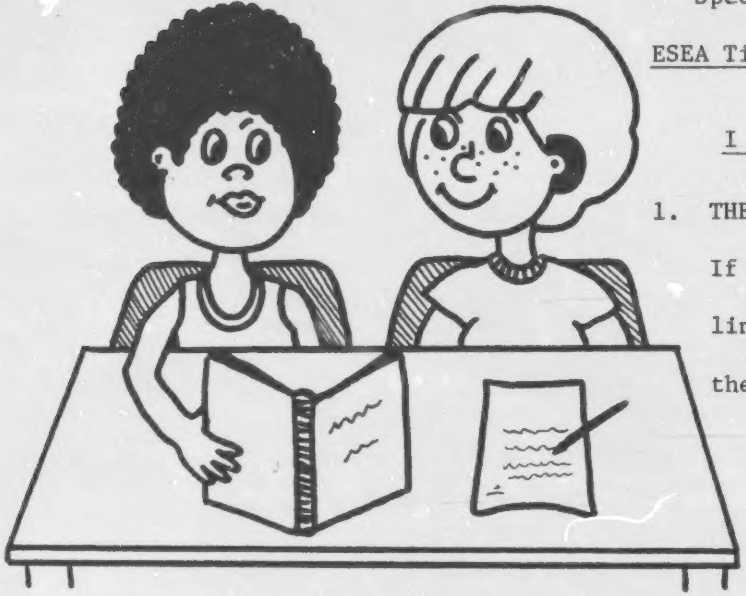
La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

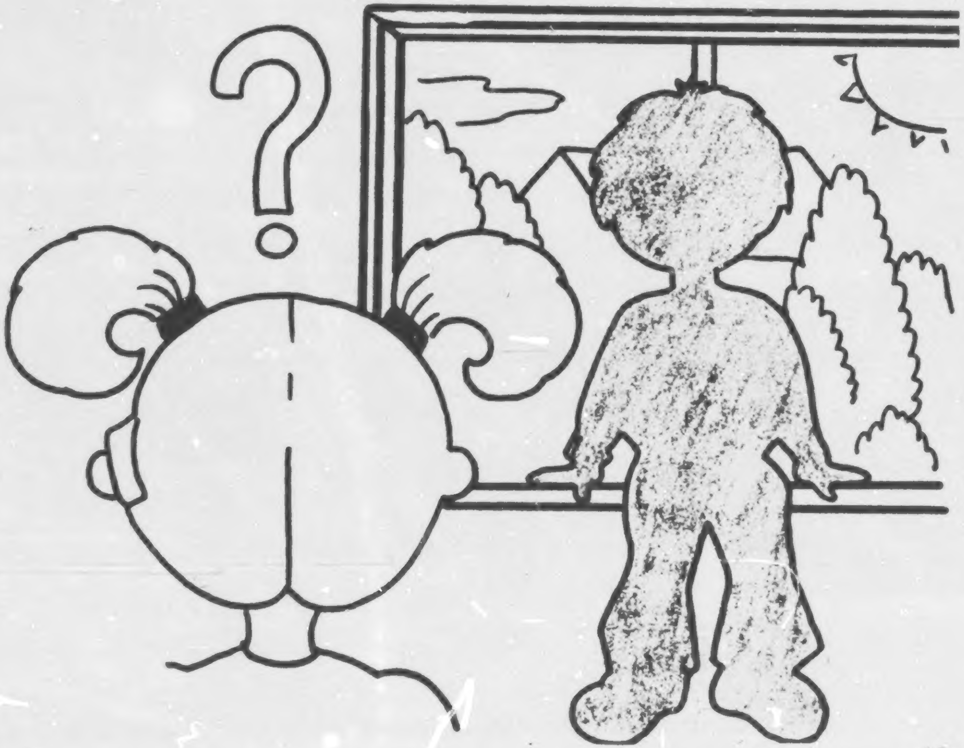
NAME ____________________

DATE ____________________

I CAN'T HEAR YOU



1. THE CHILD MUST SEE YOUR FACE. If he is small, get down to his level. If he is older, try to be within distance for reading newspaper headlines and where he need not crane his neck or see your face only from the side or below.



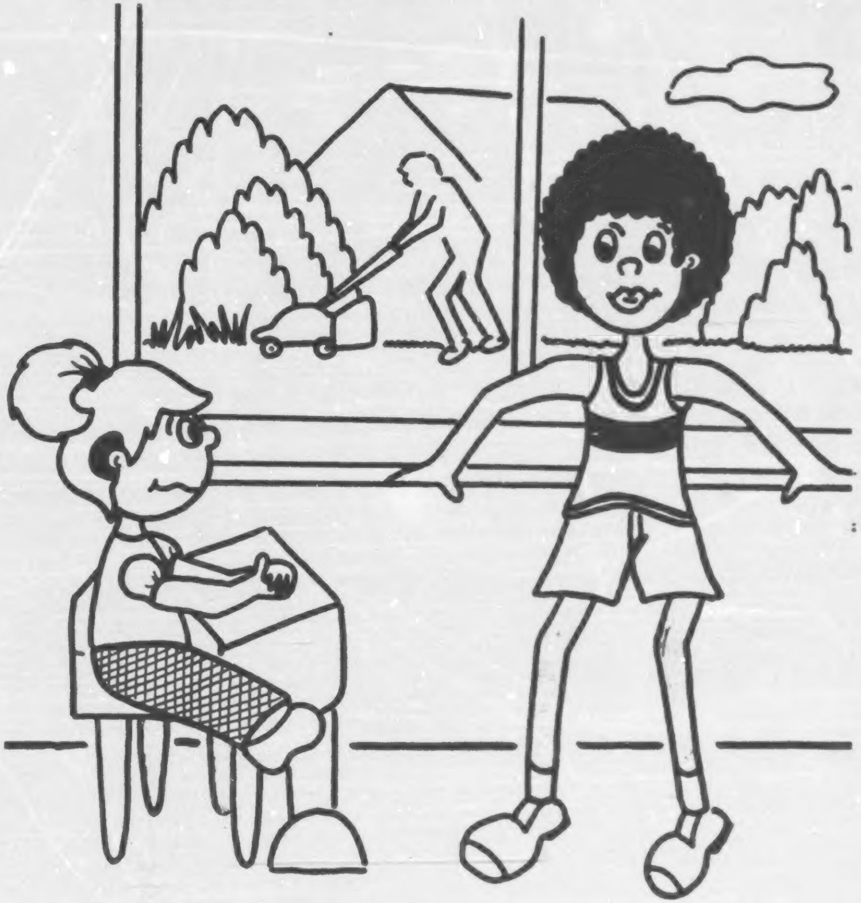
2. HAVE A GOOD LIGHT ON YOUR FACE whenever possible. Do not have the child looking into the light. Not only do you become an empty silhouette but it is very tiring for his eyes.

3. GET THE CHILD'S ATTENTION before you expect him to understand what you are saying or even that you are talking to him.

4. STAND STILL when you talk. DO NOT TURN YOUR FACE AWAY OR COVER YOUR MOUTH. No one can speechread a moving blur or the back of a head.

(continued)

5. SPEAK NATURALLY as you would to anyone. Do not exaggerate. Re-phrase if the child does not understand rather than repeat the same words over and over.



6. BE AWARE OF THE ACOUSTIC ENVIRONMENT. The hearing aid amplifies ALL sounds and some may blot out speech.

Siebens, B. I CAN'T HEAR YOU, Madison Association for Education of the Deaf.

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase student awareness and knowledge about lipreading skills.

PERFORMANCE OBJECTIVES

Upon completion of the activities students will be able to lipread three out of five words.

NOTES

ACTIVITY PROCEDURE

A. Students are presented a non-narrative film.

1. The music and/or any volume is turned off.
2. Following the movie, questions are asked of the class.
   Example questions might be:
   - a. Could you understand what the movie was about?
   - b. What clues were available (colors, clothing, facial expression, body language)?
   - c. Could you lipread any words?
   - d. Is it easier to lipread cartoons, puppets or real people?

B. A student is selected to pantomime an emotion for the remaining class to guess.

1. Suggested emotions are:

a. Happy	e. Surprised
b. Sad	f. Hungry
c. Scared	g. Full
d. Tired	

(continued)

MATERIALS

MP A Chairy Tale (pu 10 min.)

MP Your Bicycle and You (pi 13 min.)

MP Mary

RESOURCES

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
C. Several key words are placed on the board. 1. The teacher says each word without voice a few times. 2. The teacher then says a sentence incorporating one of the words. 3. Students guess which word was used. D. The teacher will mouth words. 1. She explains that this is what the deaf people see, only a moving mouth. 2. She then mouths a sentence and uses facial expressions to emphasize what she is trying to say. 3. She then asks if the children can figure out what she is saying by the expression on her face. 4. After doing this excercise a few times she can make a "smiling face" but mouth the words about how angry she is. (continued)		

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

N O T E S

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
D. continued 5. Then ask the children if they can guess what she is saying. 6. She then explains how important facial expression is to hearing impaired people.		

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase awareness and knowledge about nonverbal communication.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to pantomime and/or identify nonverbal gestures.

ACTIVITY PROCEDURE	MATERIALS	RESOURCES	NOTES
A. It is possible to express oneself with natural gestures. 1. Several suggested pantomimes should be put on the board or individual pieces of paper. 2. Students select one pantomime to act out in front of the class. Suggested are: a. Combing hair b. Brushing teeth c. Jumping rope d. Bouncing ball e. Eating f. Buttoning shirt g. Smoking h. Falling asleep	Cohen, S., Accepting Individual Differences, Hearing Impaired, Developing Learning, p 17. Kit - What If You Couldn't? Selective Educational Equipment Kit - Accepting Individual Differences Developmental Learning Materials		
B. Teacher begins a class discussion about natural gestures by shaking her head up and down (yes). 1. Ask the students what word the teacher is saying. 2. There are several other common gestures that we use all the time. See if students can think of any. (continued)	Kit - Kids Come In Special Flavors		

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

ACTIVITY PROCEDURE	MATERIALS	RESOURCES	NOTES
B. continued 2. continued Suggestions: a. Up b. No c. I don't care d. Good-bye e. Stop f. Quiet g. Come here h. Anger C. Students can get into small groups and try to act out a concept or story from their readers, etc. 1. Children should only pantomime the activity. 2. No voice is used.			

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

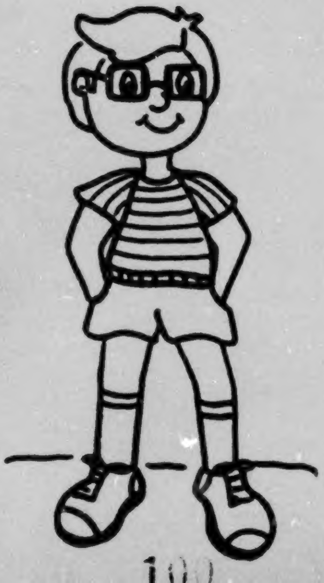
GOAL

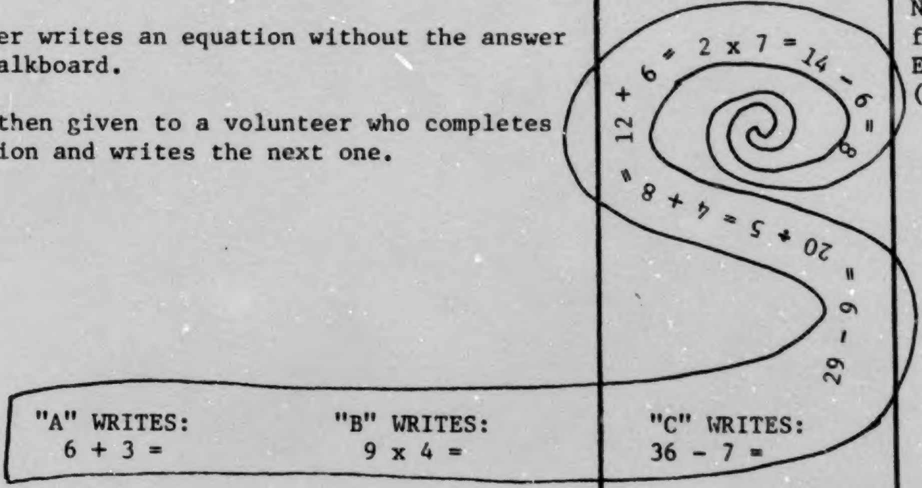
To increase awareness of how communication can take place without using the sense of hearing.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to perform two out of four math activities without using their sense of hearing.

ACTIVITY PROCEDURE	MATERIALS	RESOURCES	NOTES
A. Silent Math - NO TALKING IS ALLOWED. 1. The teacher writes an equation without the answer on the chalkboard. 2. Chalk is then given to a volunteer who completes the equation and writes the next one.	Math Sponges	Math Sponges, National Institute for Curriculum Enrichment (N.I.C.E.), 1979.	





(continued)

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

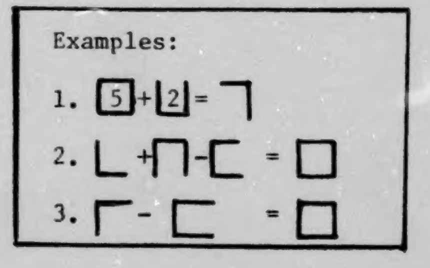
ACTIVITY PROCEDURE

B. Position Problems

1. Hearing impaired people talk in "code." They use their eyes and other senses.

2. Students will use only their sense of sight to decode and solve math problems.

1	2	3
4	5	6
7	8	9



3. Students can solve each others problems by decoding.

4. Teacher can use student problems making worksheets for the entire class.

(continued)

MATERIALS

The Signed English Dictionary, Gallaudet College Press, Washington, D.C., 1975.

Kit -
What If You Couldn't, Selective Educational Equipment

Kit -
Kids Come In Special Flavors

RESOURCES

NOTES

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

(continued)

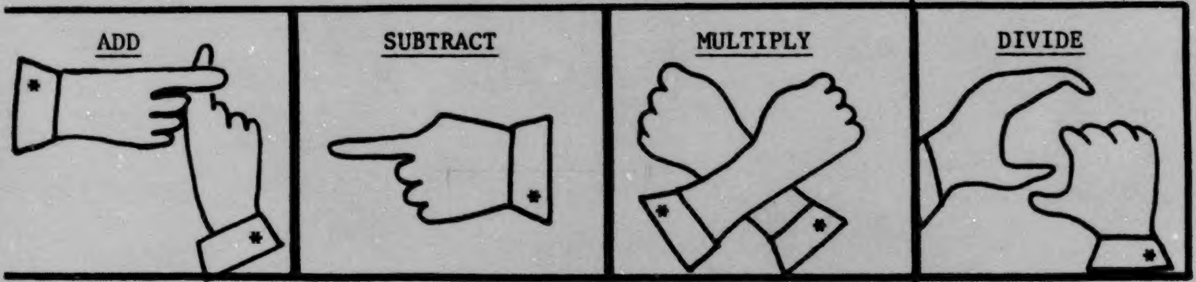
PERFORMANCE OBJECTIVES

(continued)

ACTIVITY PROCEDURE	MATERIALS	RESOURCES	NOTES
C. Signal Math			

C. Signal Math

1. Students will be taught hand signals which represent math activities.



2. Hand signals are used to create problems. Both problems and awswers are done without using speech. Example: 2 - 1 + 5 x 2 - 4 =

3. Students can make up their own problems for the teacher to answer. Students can do math problems for a partner.

GOAL

To increase student awareness and knowledge of the language barriers of the hearing impaired.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to fingerspell their own names.

NOTES

ACTIVITY PROCEDURE

A. Students are presented with a copy of the fingerspelled alphabet.

See prepared worksheet p 53.

1. Divide students into small groups to play the game "Concentration."

   a. Each letter of the alphabet is written on cards and placed upside down.
   b. Matched signed alphabet cards are also cut up and placed upside down.
   c. The 54 cards are mixed up and spread out, placed upside down on the floor or table.
   d. Students take turns trying to match the letters.
   e. Whoever matches the most letters wins.

See prepared worksheets pp 54 - 56.

See prepared worksheets pp 57 - 59.

2. Students take turns trying to fingerspell their own names.

(continued)

MATERIALS

RESOURCES

The Signed English Dictionary, Gallaudet College Press, Washington, D.C., 1975.

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES

2. continued
    - a. The teacher, and later a student, fingerspells a word.
    - b. The remaining class tries to guess the words.

See prepared worksheets pp 60 - 61.

3. New reading vocabulary words or spelling words are presented to students through fingerspelling.
    - a. Students are divided into teams.
    - b. Have students try to guess the identity of the words.

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

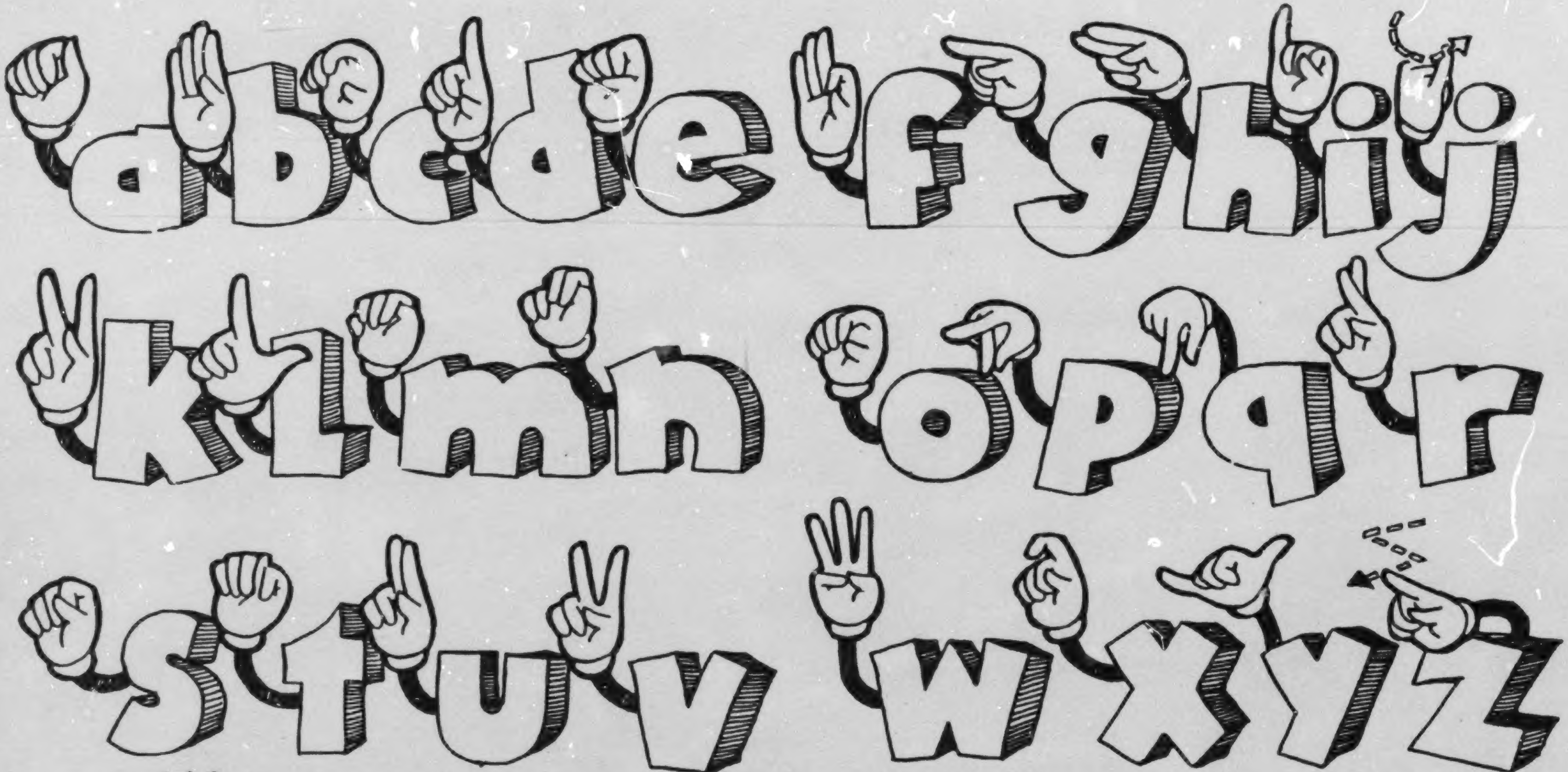
NAME ____________________

DATE ____________________

ALPHABET

When spelling, arm is in near chest.

Wrist is steady and palm needs to face the person(s) you are talking with.


a b c d e f g h i j
k l m n o p q r
s t u v w x y z

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME ________________________________

ALPHABET for CONCENTRATION

DATE ________________________________

a	b	c	d
e	f	g	h

(continued)

i	j	k	l
m	n	o	p

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ESEA Title IV-C "Teach 'n' Reach"
ALPHABET for CONCENTRATION, continued

q	r	s	t
u	v	w	x
	y	z	

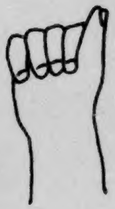
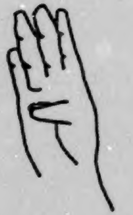
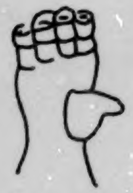
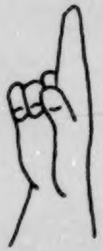
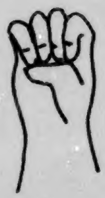
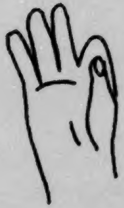
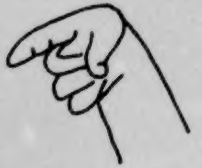
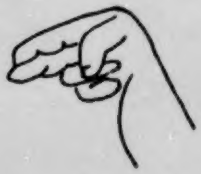
La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME ____________________

SIGNED ALPHABET for CONCENTRATION

DATE ____________________

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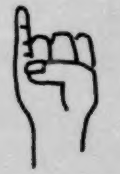	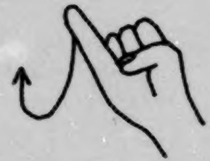	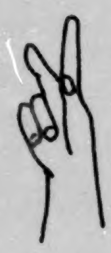	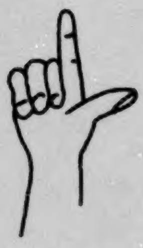
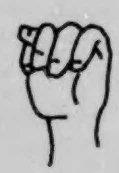	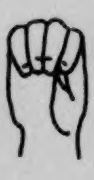	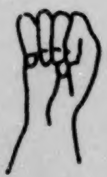	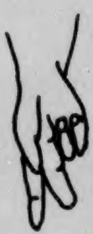

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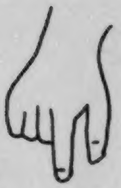
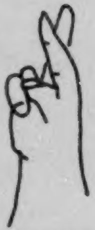
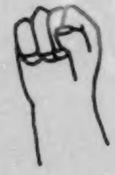
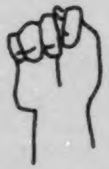
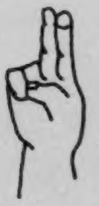
ESEA Title IV-C "Teach 'n' Reach"
SIGNED ALPHABET for CONCENTRATION, continued

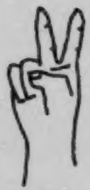


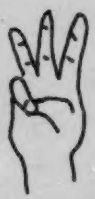


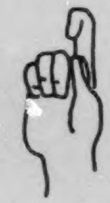


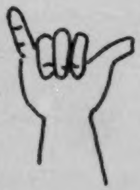


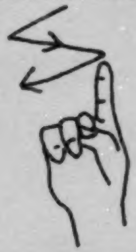












La Mesa-Spring Valley School District
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ESEA Title IV-C "Teach 'n' Reach"

NAME ____________________

DATE ____________________

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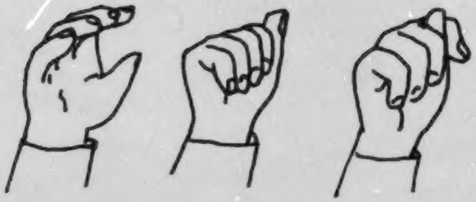

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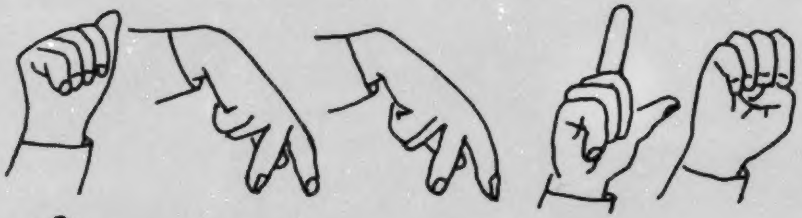

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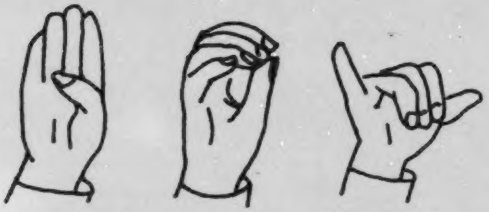

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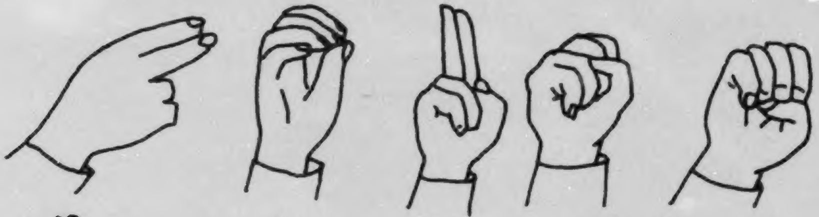

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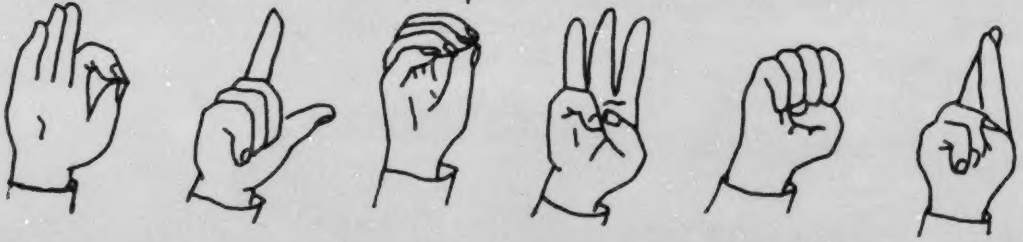

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La Mesa-Spring Valley School District
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ESEA Title IV-C "Teach 'n' Reach"

NAME______________________________

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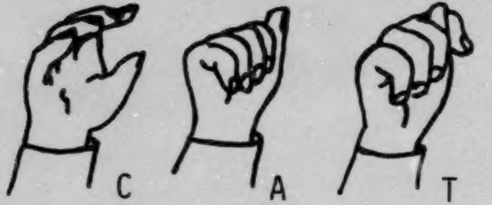

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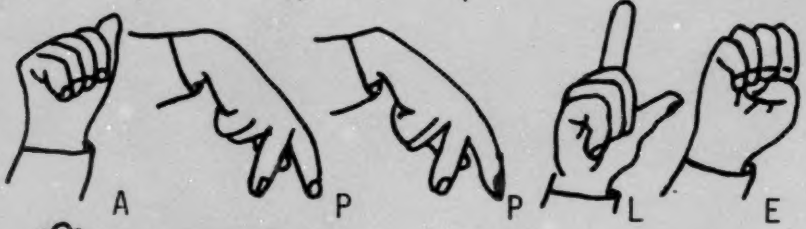
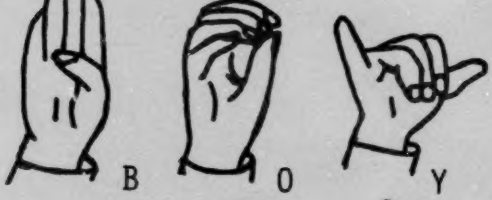
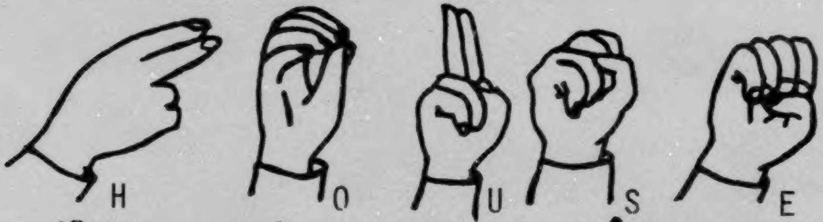


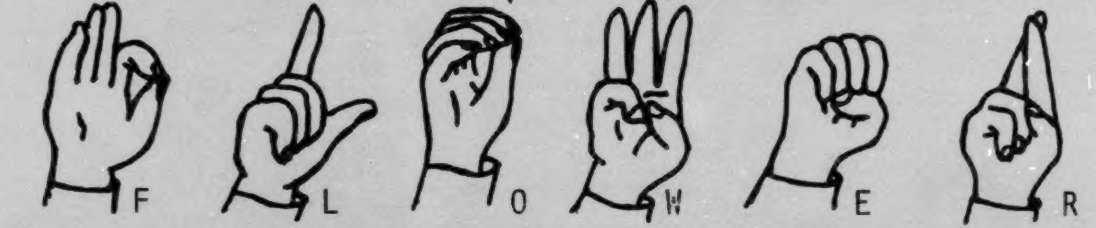
2. APPLE



3. BOY



4. HOUSE



5. FLOWER

TEACHER'S COPY

GOAL

To increase student knowledge and awareness about various sign systems.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to sign five natural but adequate signs utilized by the hearing impaired.

ACTIVITY PROCEDURE	MATERIALS	RESOURCES	NOTES
A. Discuss how Indians used signs and symbols to communicate with others who didn't speak their language. Example: 1. Smoke signals 2. Twig patterns 3. Hand signals 4. Paint 5. Masks 6. Peace pipes 7. War bonnets B. List other groups like football players, baseball players, conductors and police officers that use some kind of sign and symbols. C. Many of the signs utilized by hearing impaired are common, natural gestures. (continued)		Barnes, E., What's the Difference, Human Policy Press, Syracuse, New York, 1978. p 78. 	

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE

C. continued

1. Teach the class a few common signs.
   Example:

   a. Come
   b. Eye
   c. Time
   d. Ocean
   e. Rain
   f. Bed
   g. Food

See prepared worksheet p 65.

D. Hearing impaired who sign decide on name signs for themselves.

1. After children have learned to fingerspell the alphabet they can make up their own name signs.

2. Name signs are made by making the first letter of the child's name and placing it somewhere on their body where it is visible.

(continued)

MATERIALS

Kirchner, S.,
Play It By Sign.
Joyce Motion
Picture Co., 1974.

MP What Say
(pu 20 min.)

MP Messages By
Hand
(pu 20 min.)

RESOURCES

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE

MATERIALS

RESOURCES

D. continued

3. Boys names are usually put around the forehead or chest, girls around the chin or chest.

4. If there is more than one person with the same initial the sign can be placed at the elbow, shoulder, hair, ear, etc., or the first two initials can be used.

E. Teacher leads a class discussion about the differences between Signing Exact English (SEE) signs and Ameslan (ASL).

1. SEE signs are placed in English word order and signs are added for suffixes, verbs, etc.

2. ASL language structure is different from English and signs are concept-based rather than word based.

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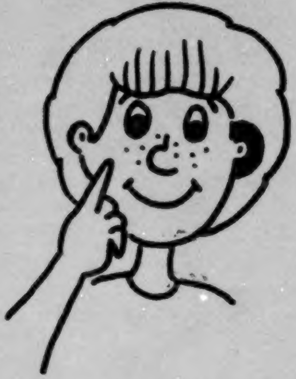
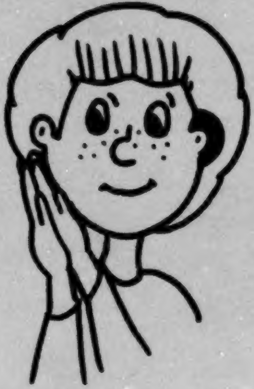
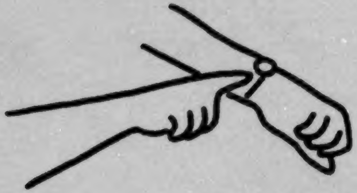


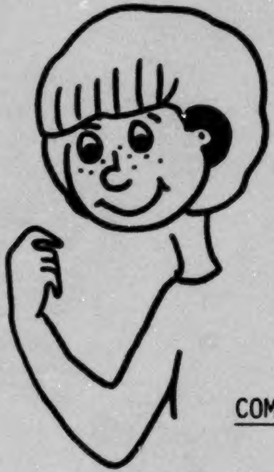
EYE

BED

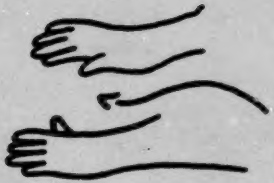




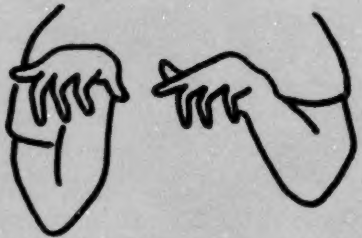
TIME



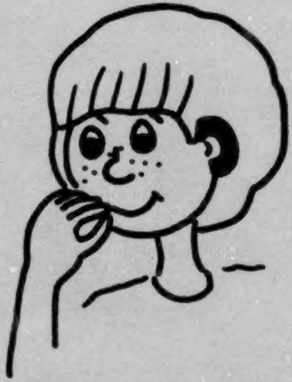
COME



OCEAN



RAIN



FOOD

GOAL

To reinforce basic phonic skills through fingerspelling.

PERFORMANCE OBJECTIVES

Upon completion of activities students will have increased phonics skills through the use of fingerspelling.

NOTES

ACTIVITY PROCEDURE

A. Students will be given a list of three letter words.

1. Given individual letters, arrange the letters to make words.
2. Sound out the letters and say the words.
3. Match the written letters to the fingerspelled letters.
4. Learn the sign for the following words:
   - a. Net
   - b. Get
   - c. Hot
   - d. Fat
   - e. Hat
   - f. Sat
   - g. Cat
   - h. Rat
   - i. Sun
   - j. Fun

See prepared worksheet p 67.

MATERIALS

Alpha-Hands Flash Cards, Kenworthy Educational Service, Inc. Buffalo, NY.

RESOURCES

La Mesa-Spring Valley School District
Special Programs Department

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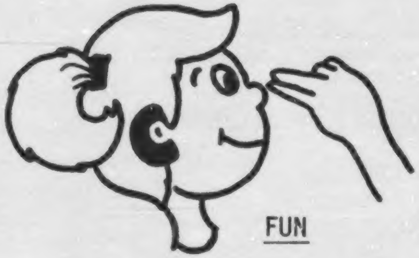

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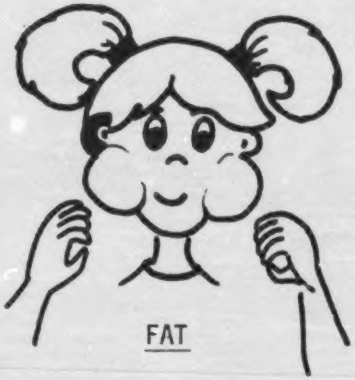

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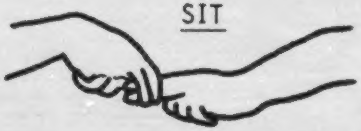

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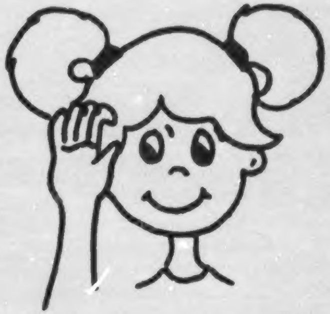

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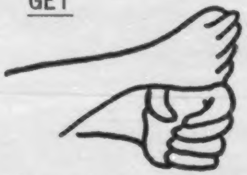
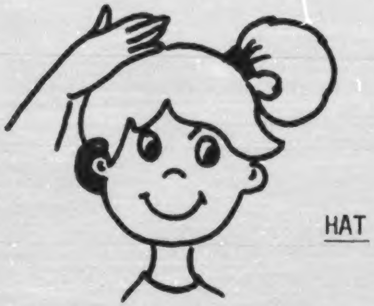
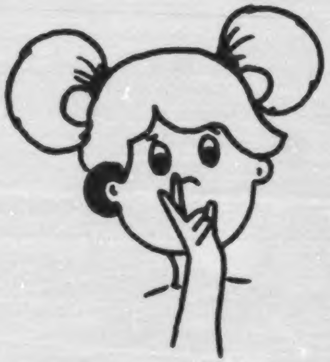


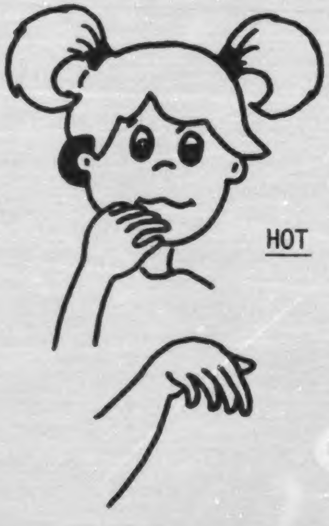
GET



HAT



RAT



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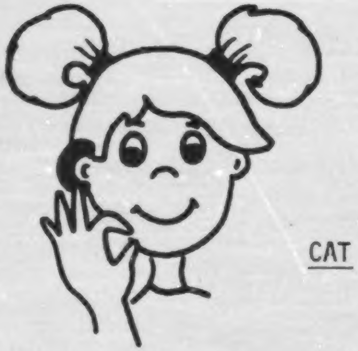

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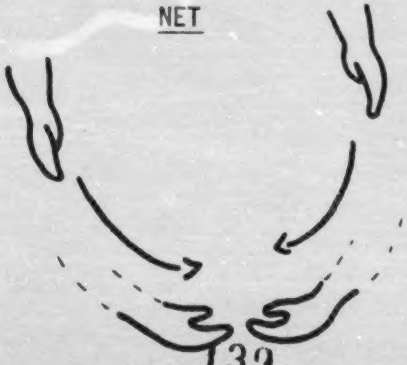


NET

GOAL

To increase knowledge and awareness of how sign language is used to communicate.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to sign three simple phrases in sign language.

N O T E S

ACTIVITY PROCEDURE

A. Students will be taught to say the Pledge of Allegiance in sign language.

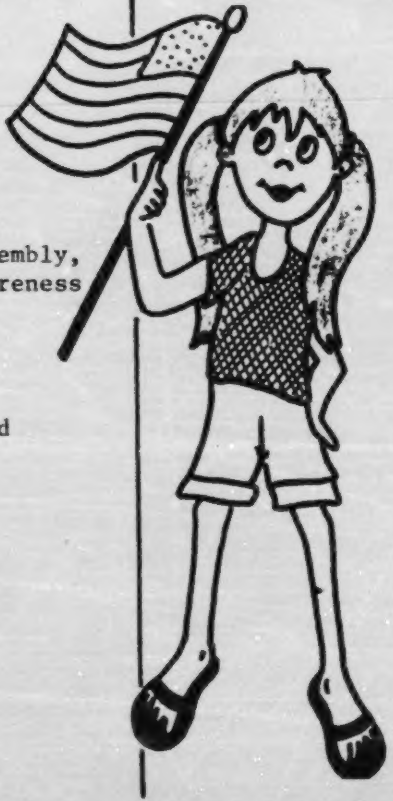
See prepared worksheets pp 69 - 70.

B. Students will be taught a simple song to sign.

1. Students may sing the song at a school assembly, PTA meeting or for parents to increase awareness of sign language.

See prepared worksheets pp 71 - 82.

C. Simple poems or famous quotes may be taught and memorized in sign language.



MATERIALS

RESOURCES

The Signed English Dictionary, Gallaudet College Press, Washington, D.C., 1975.

Gadling, Donna, *Lift Up Your Hands*, National Grange, 1616 H. Street, N.W., Washington, D.C., 20006.

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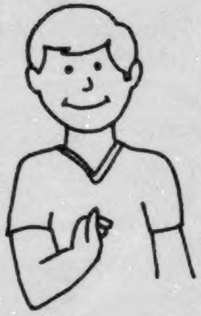
THE PLEDGE OF ALLEGIANCE



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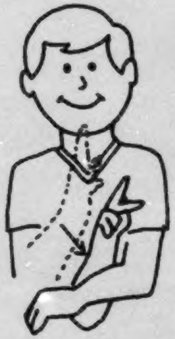

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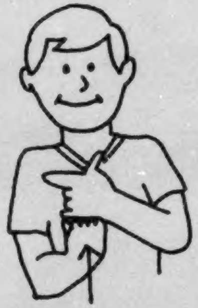

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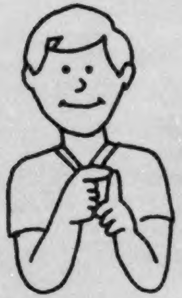

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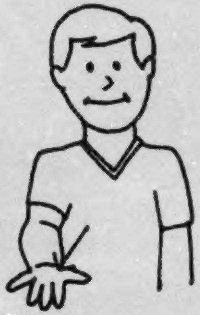

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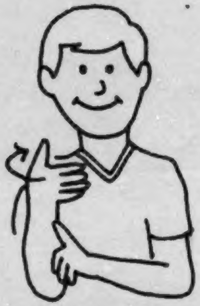

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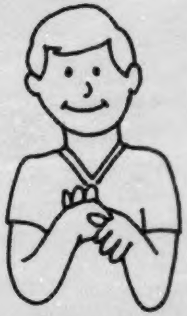

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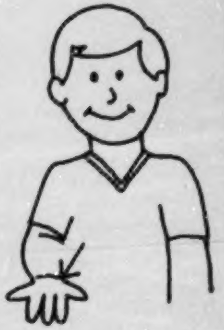

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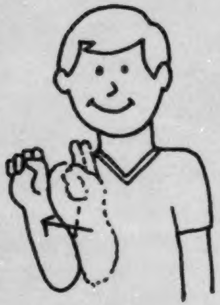

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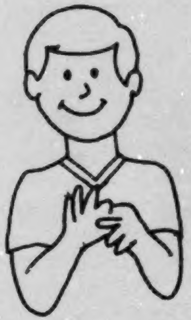

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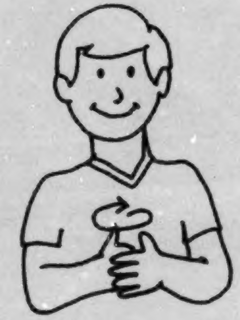

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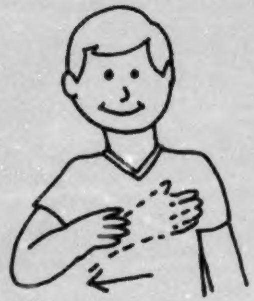

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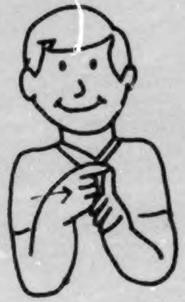

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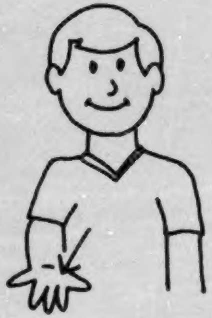

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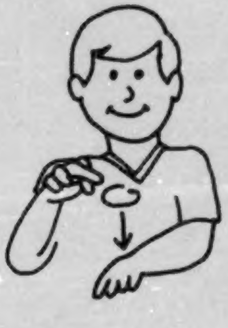

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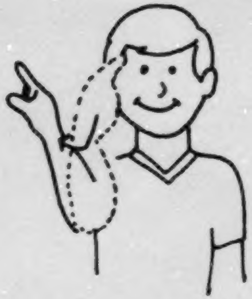
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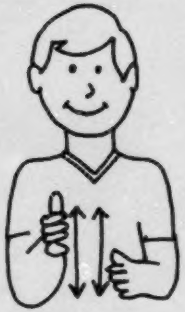
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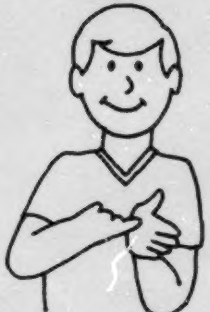
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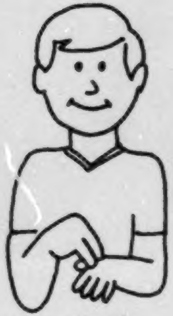
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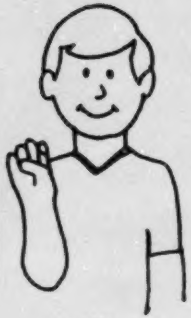
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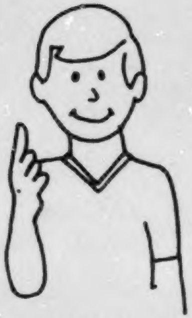
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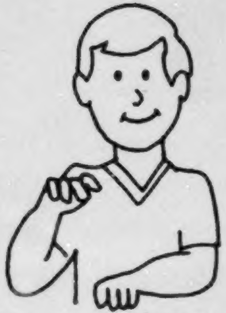
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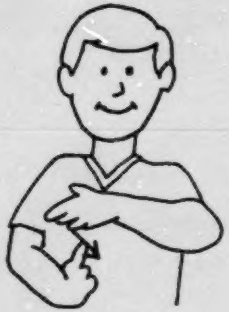
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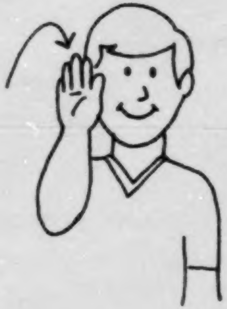
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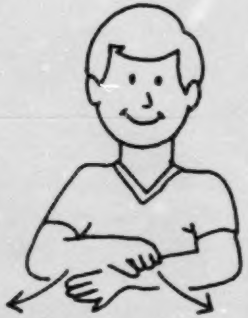
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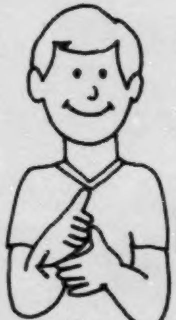
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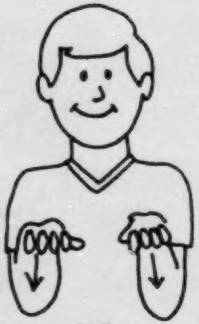
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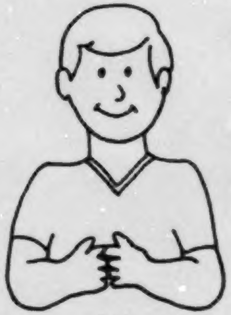
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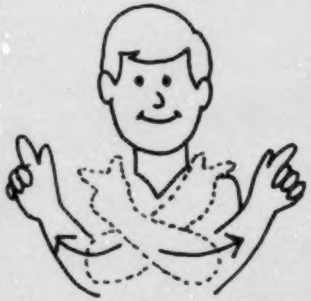
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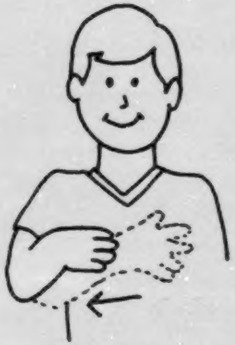
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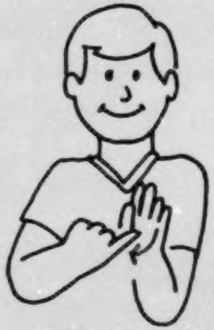
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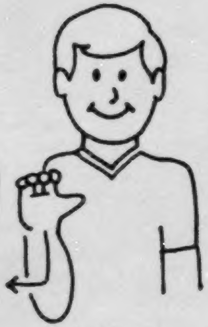
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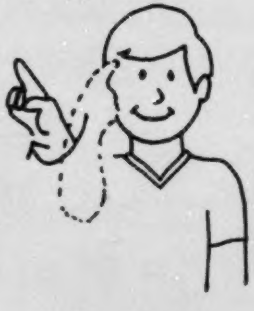
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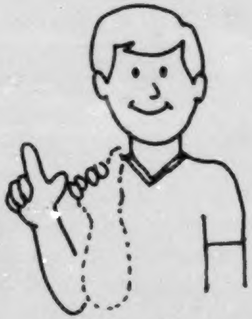
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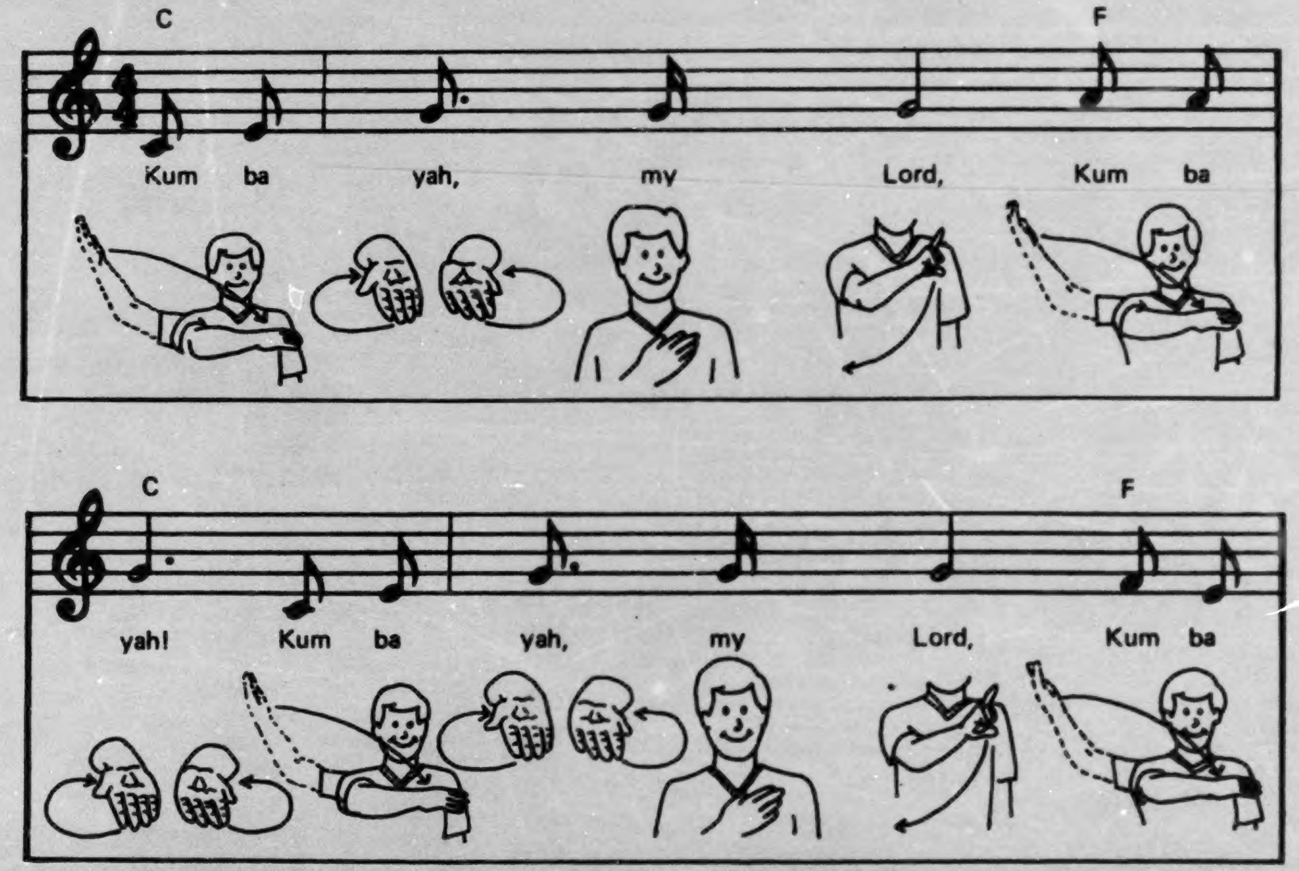
NAME ______________________________

DATE ______________________________

Kum Ba Yah

You know this expressive song imported from Africa, meaning "Come By Here My Lord". The verses lend themselves easily to a lead Signer singing "Someone's crying, Lord" and the group Signing in response "Kum ba yah".

AFRICAN (Angola)



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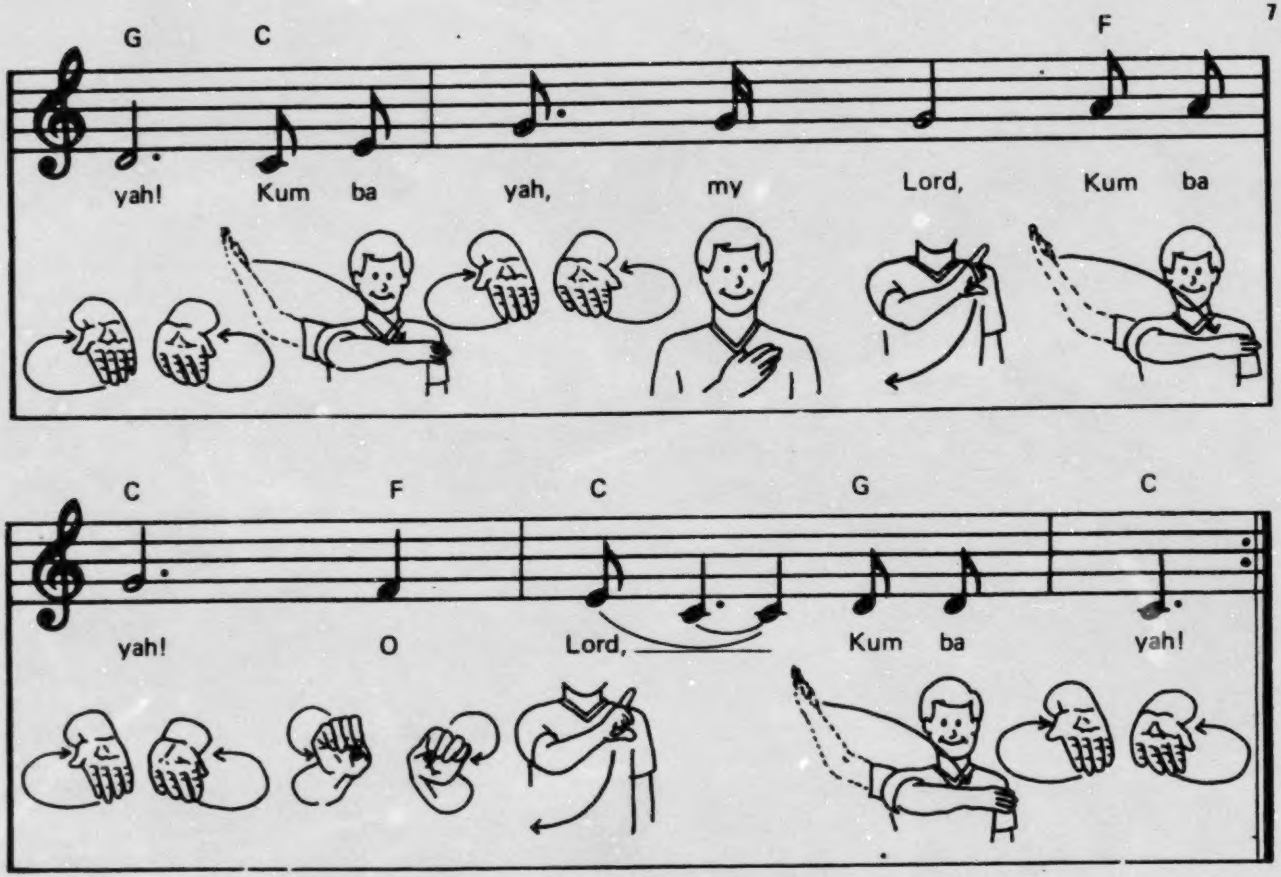
Gadling, D. Lift Up Your Hands.



Gadling, D. Lift Up Your Hands.

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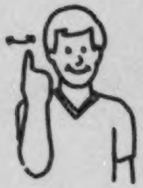
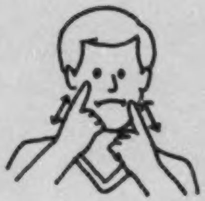
Verse 1.

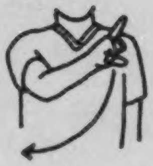
Someone's



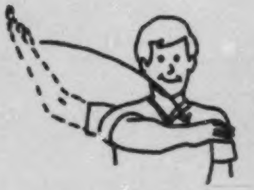
crying



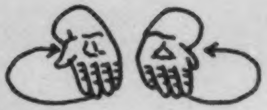
Lord



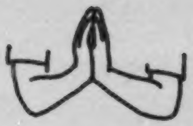
Kum ba



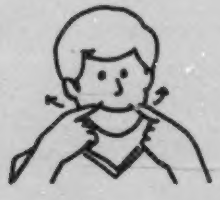
yah . . .



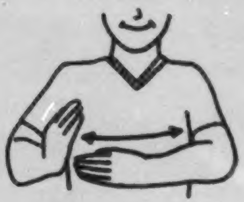
Verse 2. praying . . .



Verse 3. laughing . . .



Verse 4. singing



Gadling, D., Lift Up Your Hands.

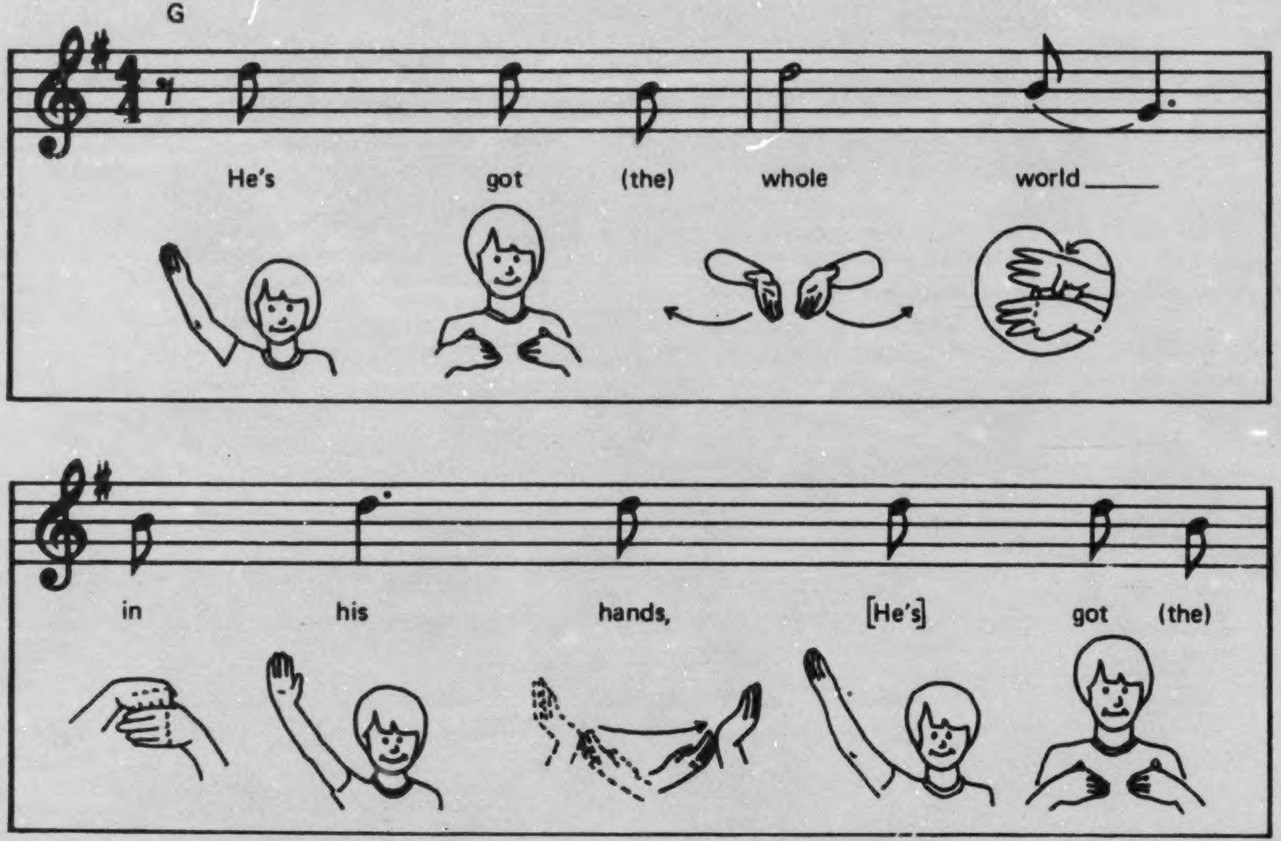
NAME ____________________

DATE ____________________

He's Got the Whole World

A world-wide favorite, this is a song a group can have a lot of fun doing. Make your Signs large and rhythmic. Once you have established that "He's" got the world in his hands, you may omit the Sign "He's" for the sake of the flow of the song. The Sign given for "got" is literally "has".

NEGRO SPIRITUAL



Gadling, D., Lift Up Your Hands.

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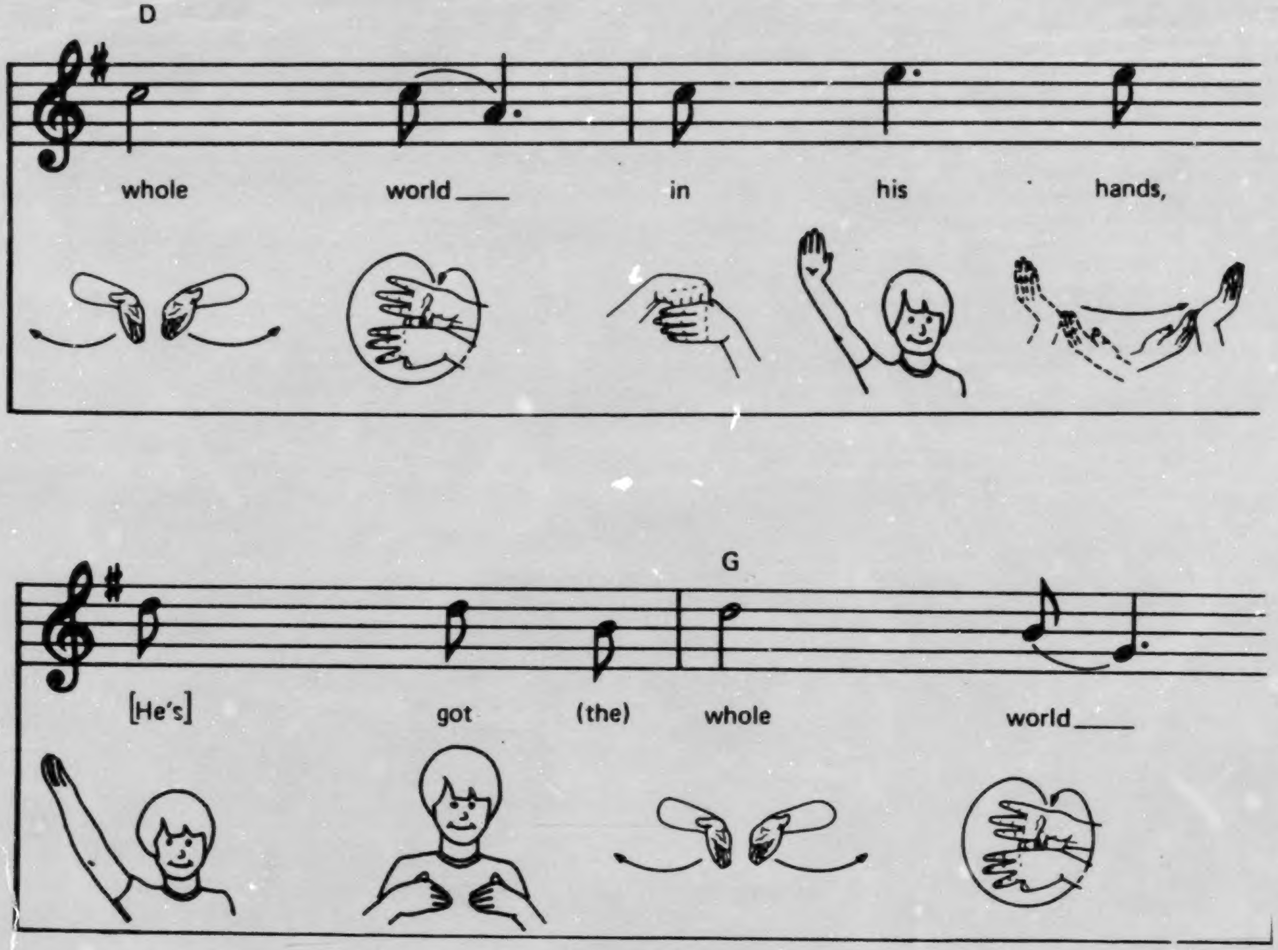

Gadling, D., Lift Up Your Hands.

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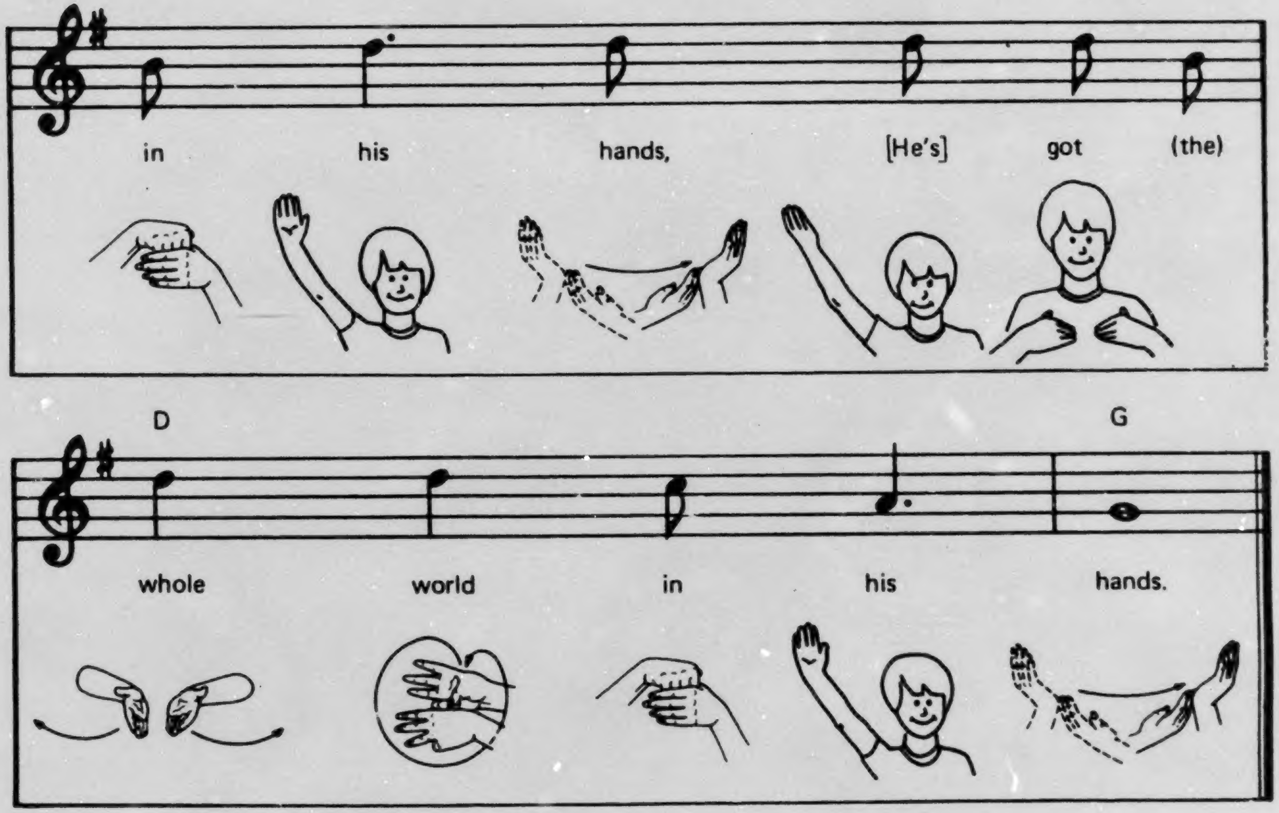
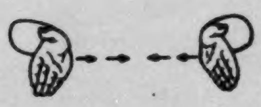
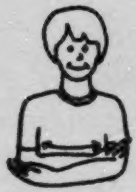


Gadling, D., Lift Up Your Hands.

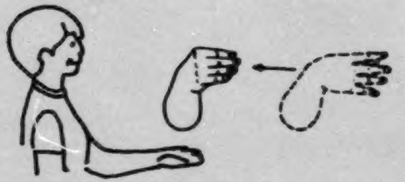
(continued)

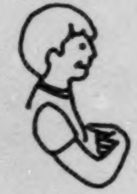
Verse 2. He's got (the) tiny little baby in His hands . . .

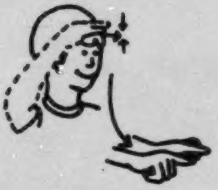




Verse 3. He's got you and me brother in His hands . . .







Gadling, D., Lift Up Your Hands.

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

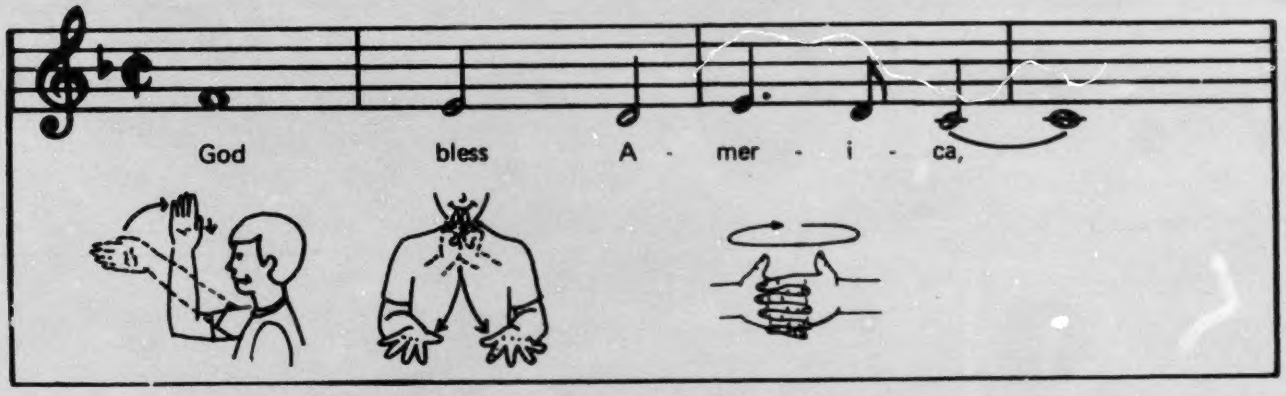
NAME ____________________

DATE ____________________

God Bless America

"God Bless America", one of our country's greatly loved patriotic songs, should be Signed broadly and majestically. Because "land" has 2 hand positions, Sign the first position while singing "land" and the second position while singing "that", a word which is unnecessary to the Sign Language meaning. Sign "her" first with the left hand, then with the right in order to make the meaning more inclusive and the visual effect more interesting. Placing the "mountains" to your right, the "prairies" in front of you, and the "ocean" on your left will give an impression of moving across the country.

IRVING BERLIN



Gadling, D. Lift Up Your Hands.

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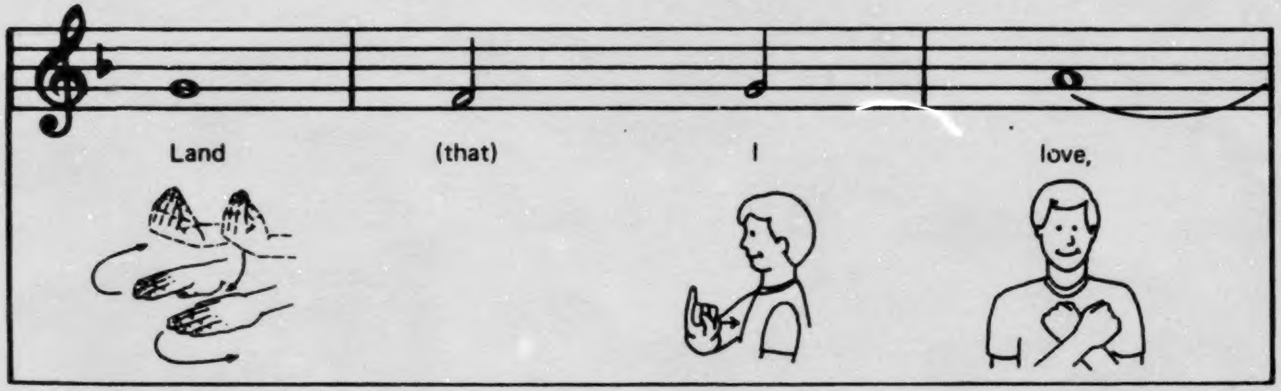

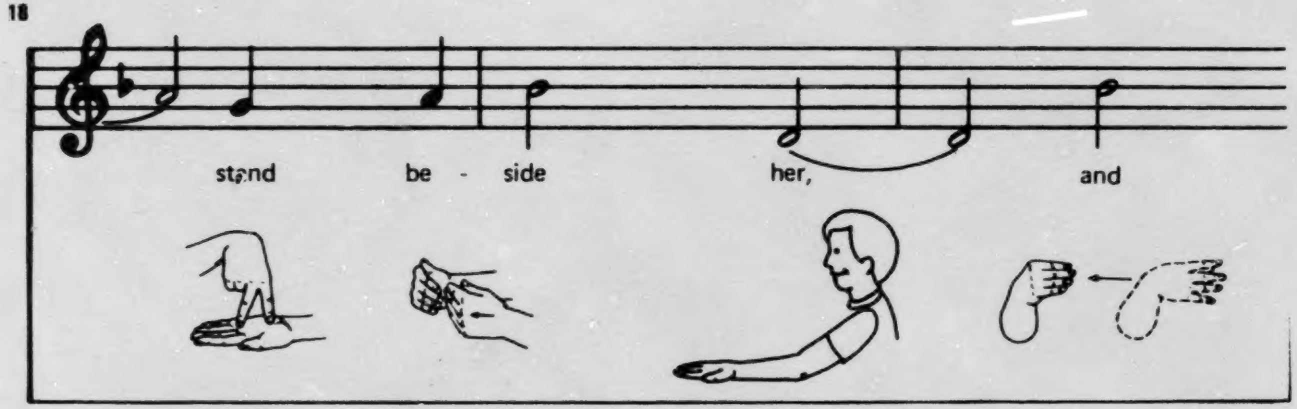

Gadling, D. Lift Up Your Hands.

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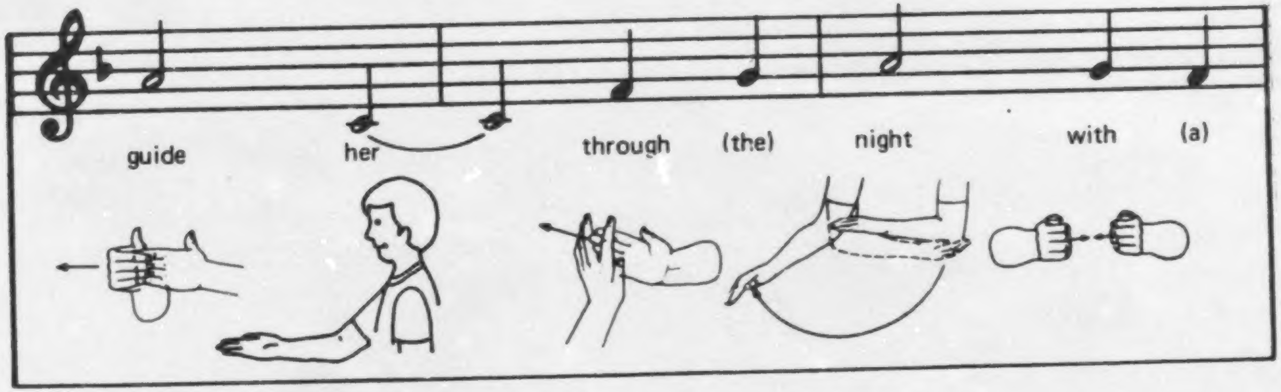
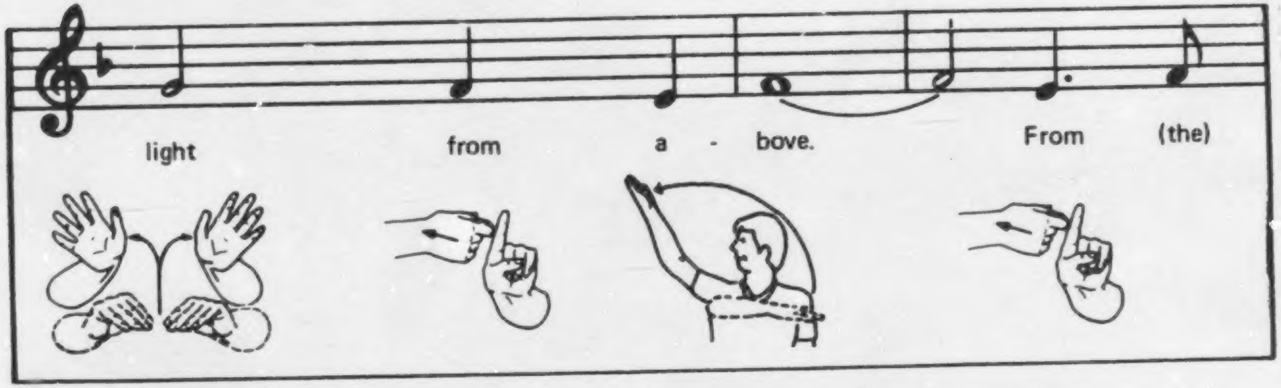
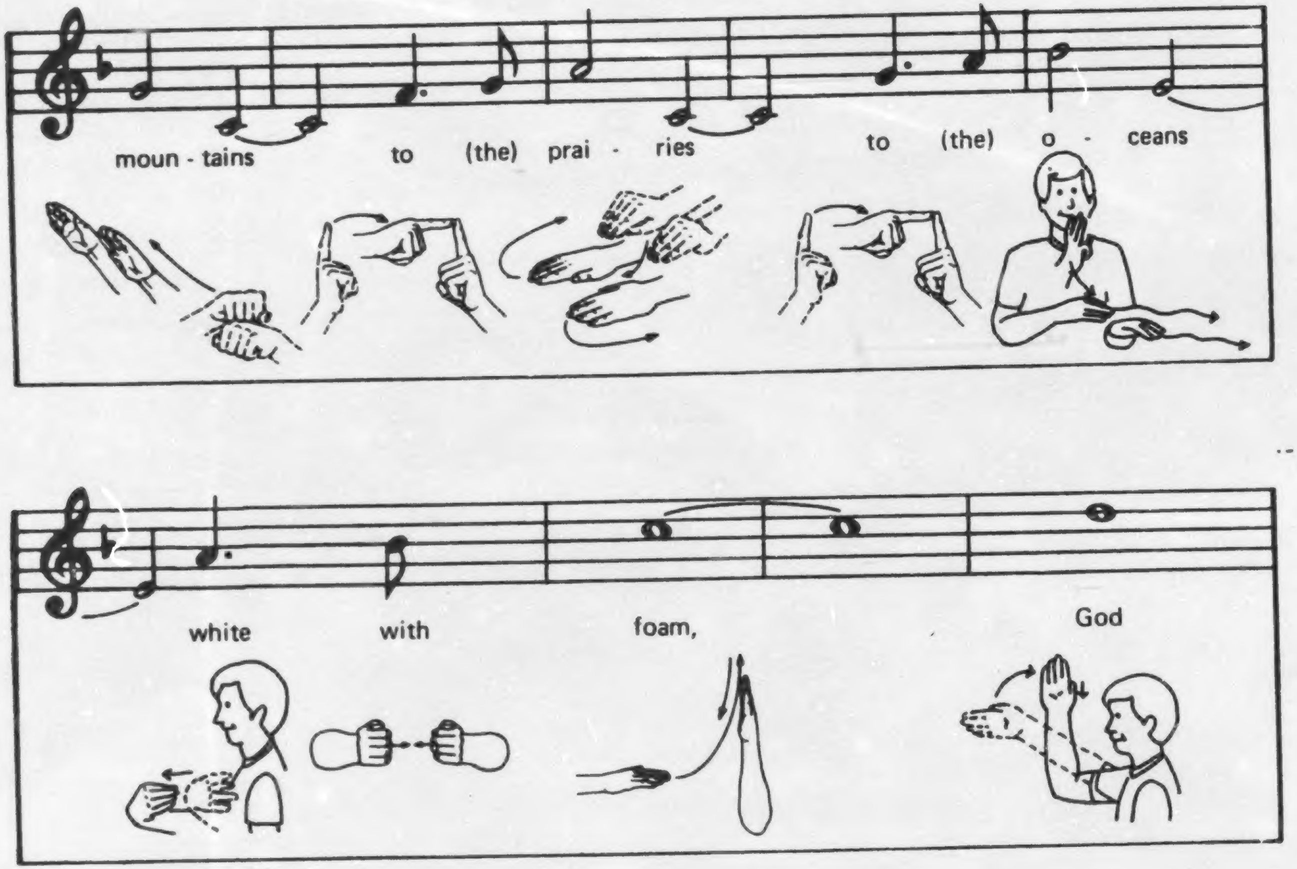




Gadling, D. Lift Up Your Hands.

(continued)

GOD BLESS AMERICA, continued



Gadling, D. Lift Up Your Hands.

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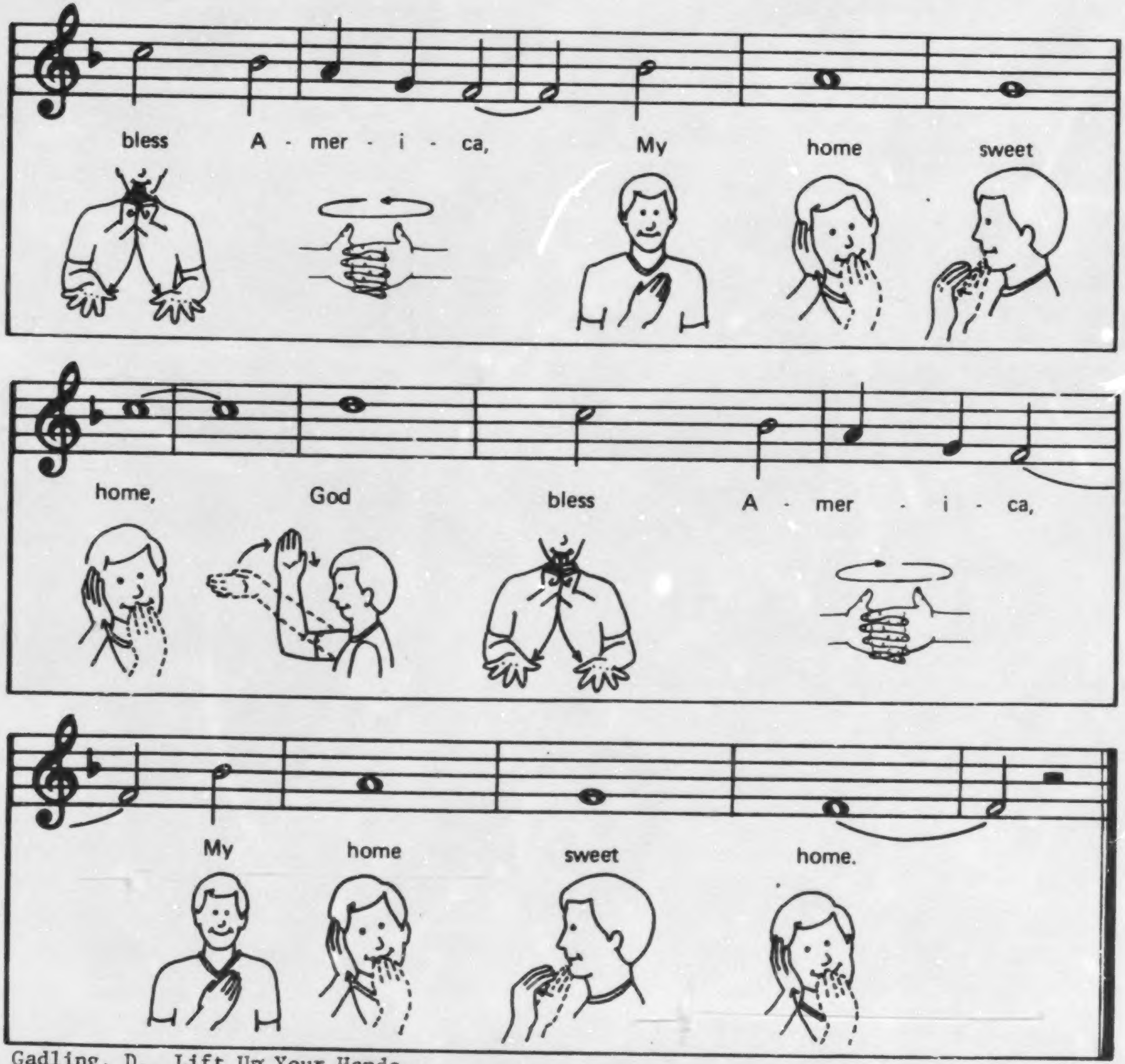
GOD BLESS AMERICA, continued



Gadling, D., Lift Up Your Hands.

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase student awareness and knowledge about the hearing impaired.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to identify three things a hearing impaired person can't do and three he/she can do.

ACTIVITY PROCEDURE	MATERIALS	RESOURCES	NOTES
A. The following open-ended example sentences might be used for group discussion or as topics for drawings or writing a brief paragraph.	FS - Like You, Like Me "When I Grow Up"	Focus on Self Development, Stage One Awareness, Science Research Association, Inc., pp 46-48.	
1. One sound I like to hear is . . .	FS - Hello Everybody, Part I		
2. One sound I don't like to hear is . . .			
3. The first sound I hear in the morning is . . .	MP - People You'd Like To Know "Mary"		
4. The last sound I hear at night is . . .			
B. Lead a class discussion with regards to jobs where one has to be able to hear.			
1. Radio disc jockey			
2. Policeman			
3. Judge			
4. Telephone operator			
C. Lead a discussion about jobs a deaf person could or could not have.			

(continued)

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

ACTIVITY PROCEDURE	MATERIALS	RESOURCES	NOTES

C. continued

COULD	COULDN'T
1. Teacher	1. Police
2. Printer	2. Musician
3. Dentist	3. Pilot
4. Beautician	4. Disc Jockey
5. Cook	

D. Lead a discussion about things a deaf person could or could not do.

COULD	COULDN'T
1. Swim	1. Listen to a radio
2. Drive	

See prepared worksheet p 86.

E. Lead a class discussion with the following example

(continued)

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
E. continued		

questions:

1. Do you know anyone who is hearing impaired?
2. Do you know what causes a hearing loss?
3. What is the difference between hard of hearing and deaf?
4. If you had a choice would you rather be deaf or blind?

F. Stimulate class discussion about how the hearing impaired person functions in situations that require hearing.

1. Someone knocking at the door.
2. Someone ringing a door bell.
3. A ringing alarm clock.

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME ____________________

CREATIVE WRITING

DATE ____________________

Johnny is a boy that can't hear. He is hearing impaired. List some things Johnny can do. List some things Johnny can not do.

A hearing impaired person can:	A hearing impaired person can not:

Write a short paragraph about a person with a hearing problem.

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La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase student awareness and knowledge about the hearing impaired.

PERFORMANCE OBJECTIVES

Upon completion of activities students will demonstrate an accepting attitude and increase knowledge about the hearing impaired.

NOTES

ACTIVITY PROCEDURE

A. A hearing impaired person might be invited to discuss the problems involved in deafness and the adjustments that must be made. Sign language, hearing aids and lipreading skills could be demonstrated.

B. A field trip could be organized.

   1. Hearing children could sing a song in sign or learn a few common phrases to share with the hearing impaired class.
      For example:

      a. How are you?
      b. What is your name?
      c. My name is ____________________.

See prepared worksheets pp 88 - 89.

   2. Hearing impaired and regular children could have a sports day.

MATERIALS

RESOURCES

Deaf Community
Services
601 Market St.
San Diego, CA 92101

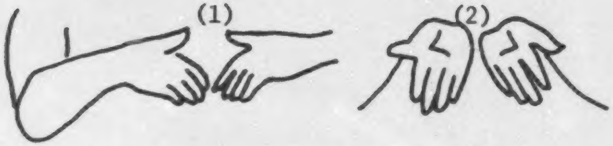
Disabled Student
Services
San Diego State
University
Campus Lab Room 110
San Diego, CA 92182

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME ____________________

DATE ____________________



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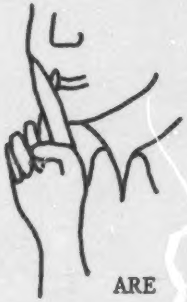

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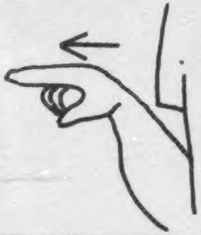
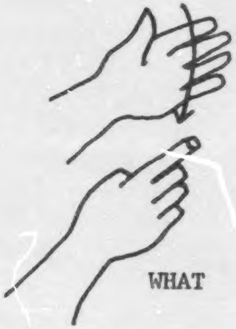


YOU?



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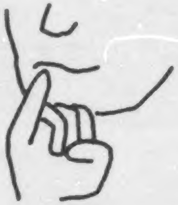

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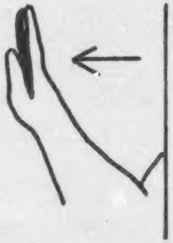
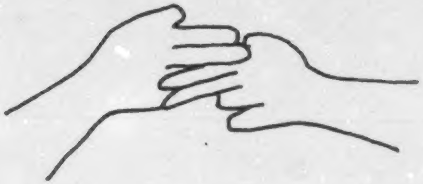
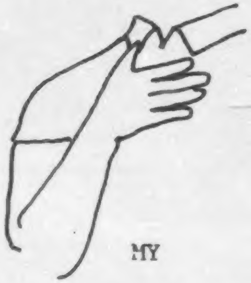


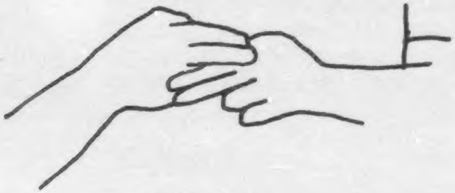
YOUR



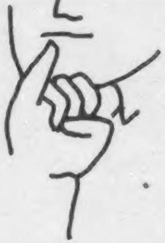
NAME?



MY



NAME



IS

____________________ (Fingerspell individual names.)

La Mesa-Spring Valley School District
Special Programs Department

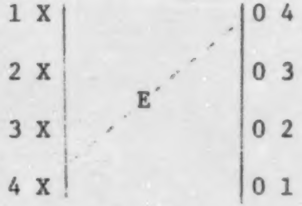
ESEA Title IV-C "Teach 'n' Reach"

NAME____________________________

"STEAL THE BACON"

DATE____________________________

Two ropes are placed parallel four or five yards apart (on grassy area if possible).



Number even teams and place them behind rope.

Teacher "calls" number by holding up either a card with the number on it $\boxed{4}$ or uses fingers for the signal. The two students with that number run to the middle where an eraser (BACON) is located. If the the child picks it up and carries it over his team's line it is 2 points. A kick across is worth 1 point and if a player is tagged while carrying it, the tagging team gets 1 point.

LANGUAGE IMPAIRED

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

LANGUAGE IMPAIRED

Language, in a limited sense, is a communication system that includes the comprehension and usage of gesture, oral and written symbols. Because of the complexity of language itself, language impairment is a disability which is often misunderstood and misdiagnosed, as its behaviors may be observed in all children at some point in their development.

Oral and written language involves four linguistic systems, each of which contributes to the development of acceptable words, phrases and sentences:

- phonology (sound features)
- semantics (meaning and understanding)
- syntax (word order)
- morphology (tense, person, number, code)

A language impaired child has a partial inability to process symbols used in language. He has a limitation in the reception, association, recall and expression of language. The difficulty lies in the processing of language itself and is related to a central nervous system disorder or functional causes which are difficult to determine.

The majority of language impaired children spend a portion of their school career in the regular class program. This unit attempts to bring about better understanding of the language impaired child, awareness of their uniqueness and frustrations and positive attitudes toward individual differences found in all children.

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME ______________________

DATE ______________________

QUIZ QUESTIONS - LANGUAGE IMPAIRED

Listen carefully as your teacher reads each of the following questions.

Circle the correct TRUE or FALSE answer.

1. A language impaired student can know words but be unable to say them. . . . . TRUE FALSE

2. A language impaired student can say words but be unable to read them. . . . . TRUE FALSE

3. A language impairment can be caused by brain damage . . . . TRUE FALSE

4. Writing is not a language skill . . . . TRUE FALSE

5. Spelling is not a language skill. . . . . TRUE FALSE

6. Receptive language and expressive language are the same thing . . . . TRUE FALSE

7. An adult can have a language disability . . . . TRUE FALSE

8. Vocabulary is knowing what words mean . . . . TRUE FALSE

9. Listening is part of language . . . . TRUE FALSE

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME______________________________

DATE______________________________

QUIZ QUESTIONS - LANGUAGE IMPAIRED

Upon completion of an eight week implementation of project "Teach 'n' Reach" unit, students will correctly answer 80% of the following questions.

Listen carefully as your teacher reads each of the following questions.

Circle the correct TRUE or FALSE answer.

1. A language impaired student can know words but be unable to say them. . . . . [✓ TRUE] FALSE
2. A language impaired student can say words but be unable to read them. . . . . [✓ TRUE] FALSE
3. A language impairment can be caused by brain damage . . . . [✓ TRUE] FALSE
4. Writing is not a language skill . . . . TRUE [✓ FALSE]
5. Spelling is not a language skill. . . . . TRUE [✓ FALSE]
6. Receptive language and expressibe language are the same thing . . . . TRUE [✓ FALSE]
7. An adult can have a language disability . . . . [✓ TRUE] FALSE
8. Vocabulary is knowing what words mean . . . . [✓ TRUE] FALSE
9. Listening is part of language . . . . [✓ TRUE] FALSE

TEACHER'S COPY

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase student awareness about the brain.

PERFORMANCE OBJECTIVES

NOTES

Upon completion of activities students will be able to identify three structures of the brain.

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Teacher will lead a class discussion on the structures of the nervous system.	Model - Brain	
1. The cerebrum consists of two hemispheres controlling opposite sides of the body. The left side serves language functions for most people. The right side serves the nonverbal areas such as art and music. The cerebrum is much larger and in the top middle proportion of the brain. It is the center of: a. Sight b. Hearing c. Taste d. Smelling e. Memory f. Intelligence g. Language	Chart - Brain MP Gate Ways to the Mind	
2. The cerebellum is in the small area at the base of the skull; it coordinates muscle movement and is involved with balance.		
3. The medulla oblongata is the pathway for muscle and nerve sensations between the brain and the spinal cord.		

(continued)

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE | **MATERIALS** | **RESOURCES**

See prepared worksheets pp 96 - 101.

B. The class will play an identification game.

1. Students will be divided into three (3) equal teams.

2. Members from one team will act out an activity.

    a. Running
    b. Thinking
    c. Smelling
    d. Listening

3. The members from the other two teams then confer on what part of the brain is being used. A runner from a team will write the name for the part of the brain being used on the board (Medulla oblongata, cerebrum, cerebellum).

4. The winning team will be designated by total of scored points.

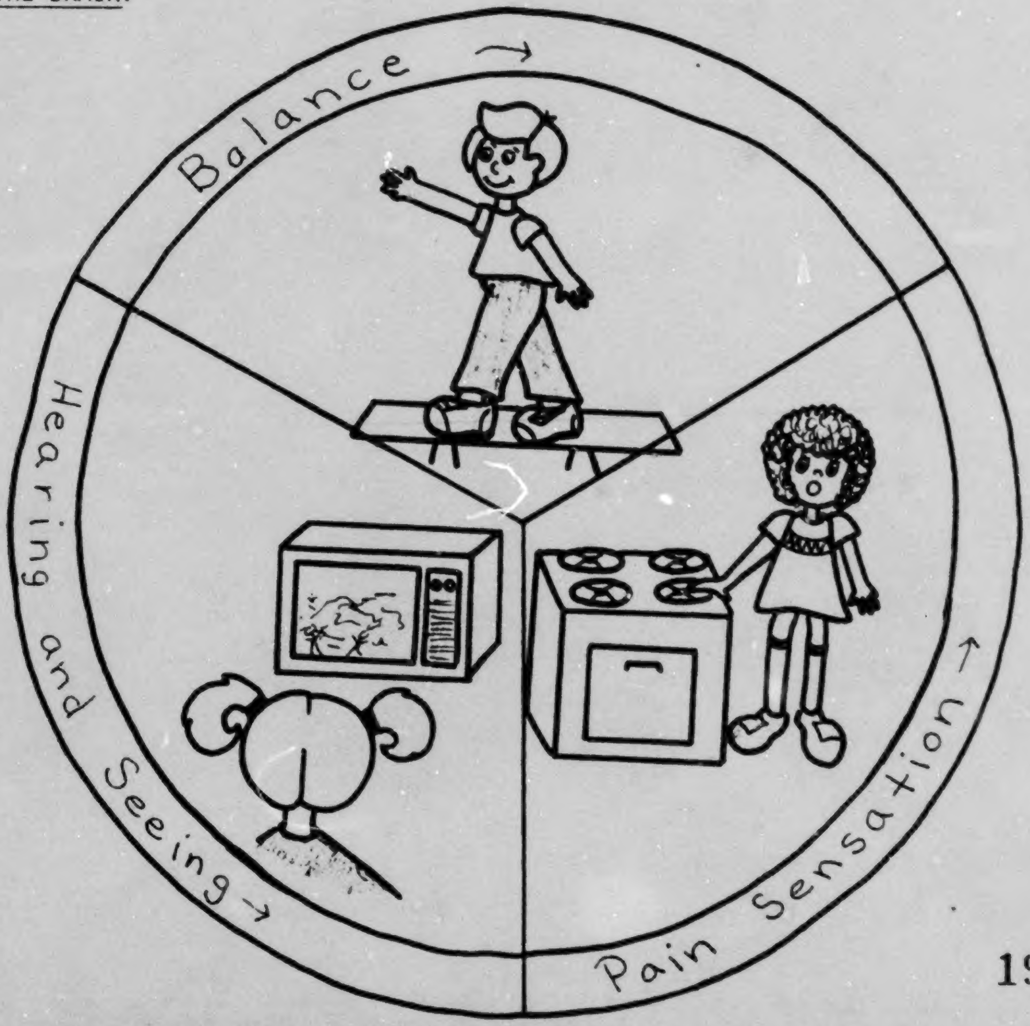
La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME ______________________

DATE ______________________

CAN YOU FILL IN THE AREAS OF THE BRAIN:



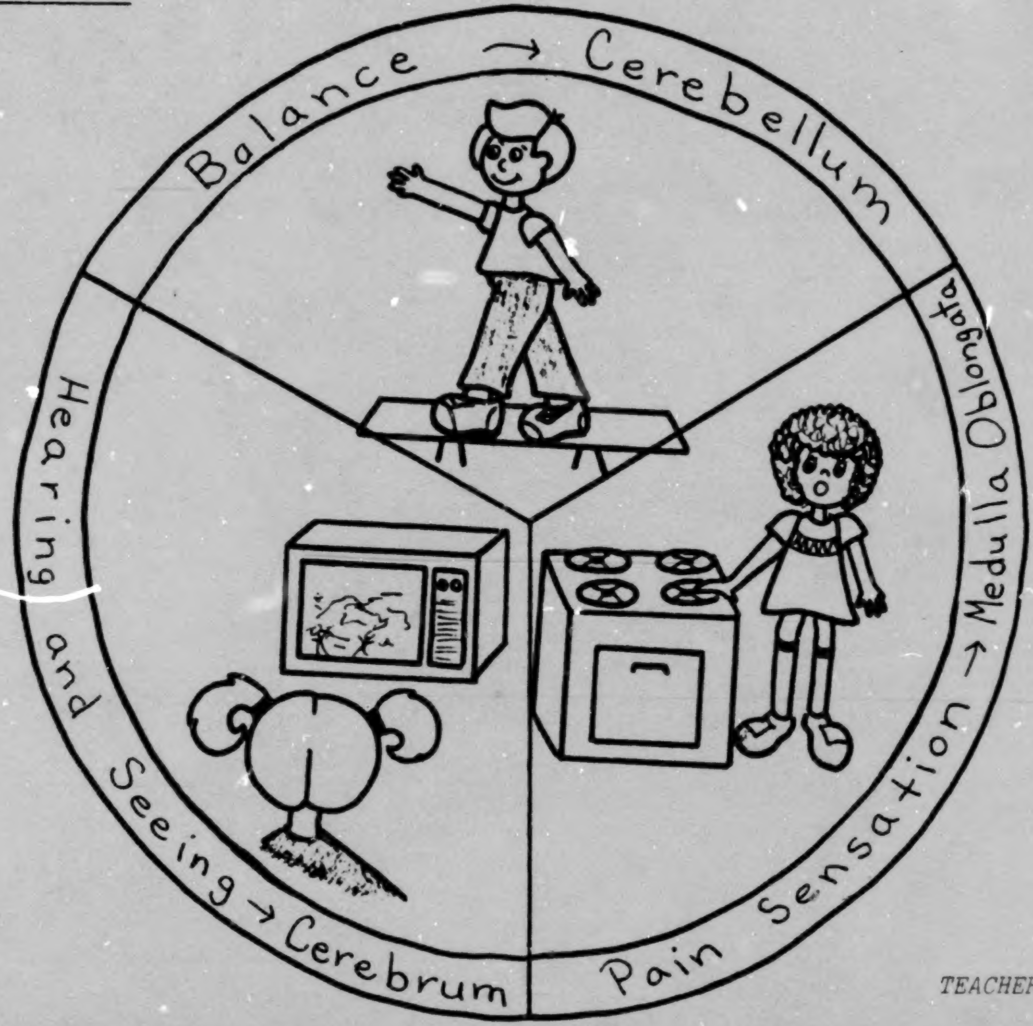
La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME ____________________

DATE ____________________

CAN YOU FILL IN THE AREAS OF THE BRAIN:


Balance → Cerebellum
Hearing and Seeing → Cerebrum
Pain Sensation → Medulla Oblongata

TEACHER'S COPY

La Mesa-Spring Valley School District
Special Programs Department

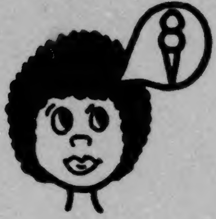
BRAIN WORK

ESEA Title IV-C "Teach 'n' Reach"

Draw a line from each picture to the area of the brain that controls the action shown.

NAME ______________________________

DATE ______________________________



THINKING

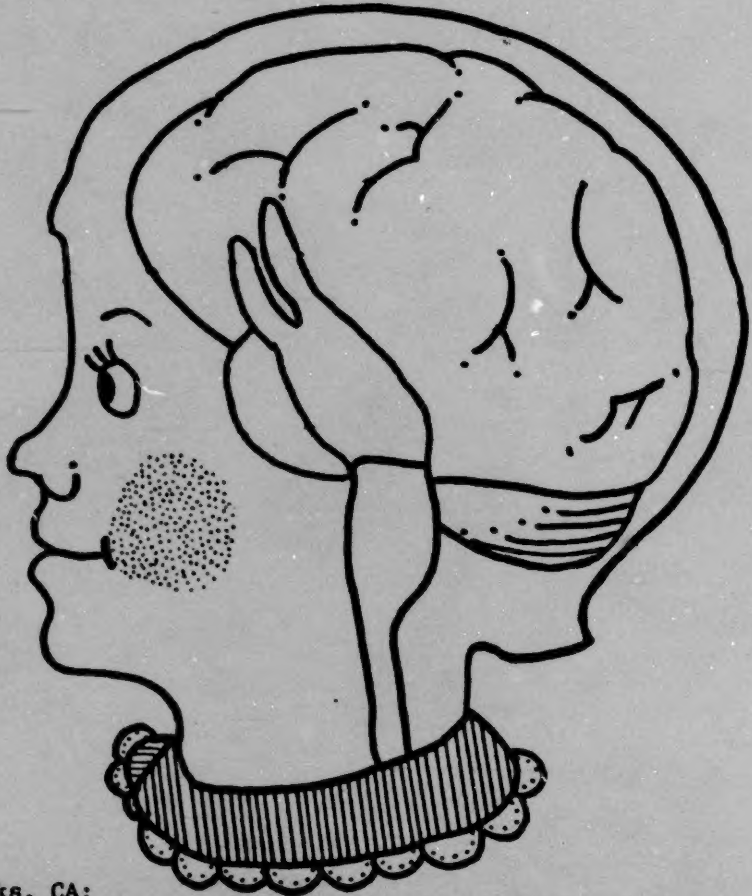
BODY FEELING

SEEING

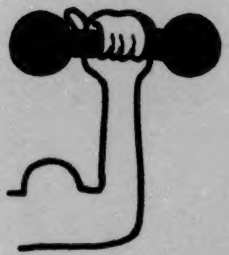
HEARING

SMELLING

TASTING



MUSCLE CONTROL



BALANCE

Bellin, C. The Body Book. Sherman Oaks, CA: Active Learning Systems, 1980.

La Mesa-Spring Valley School District
Special Programs Department

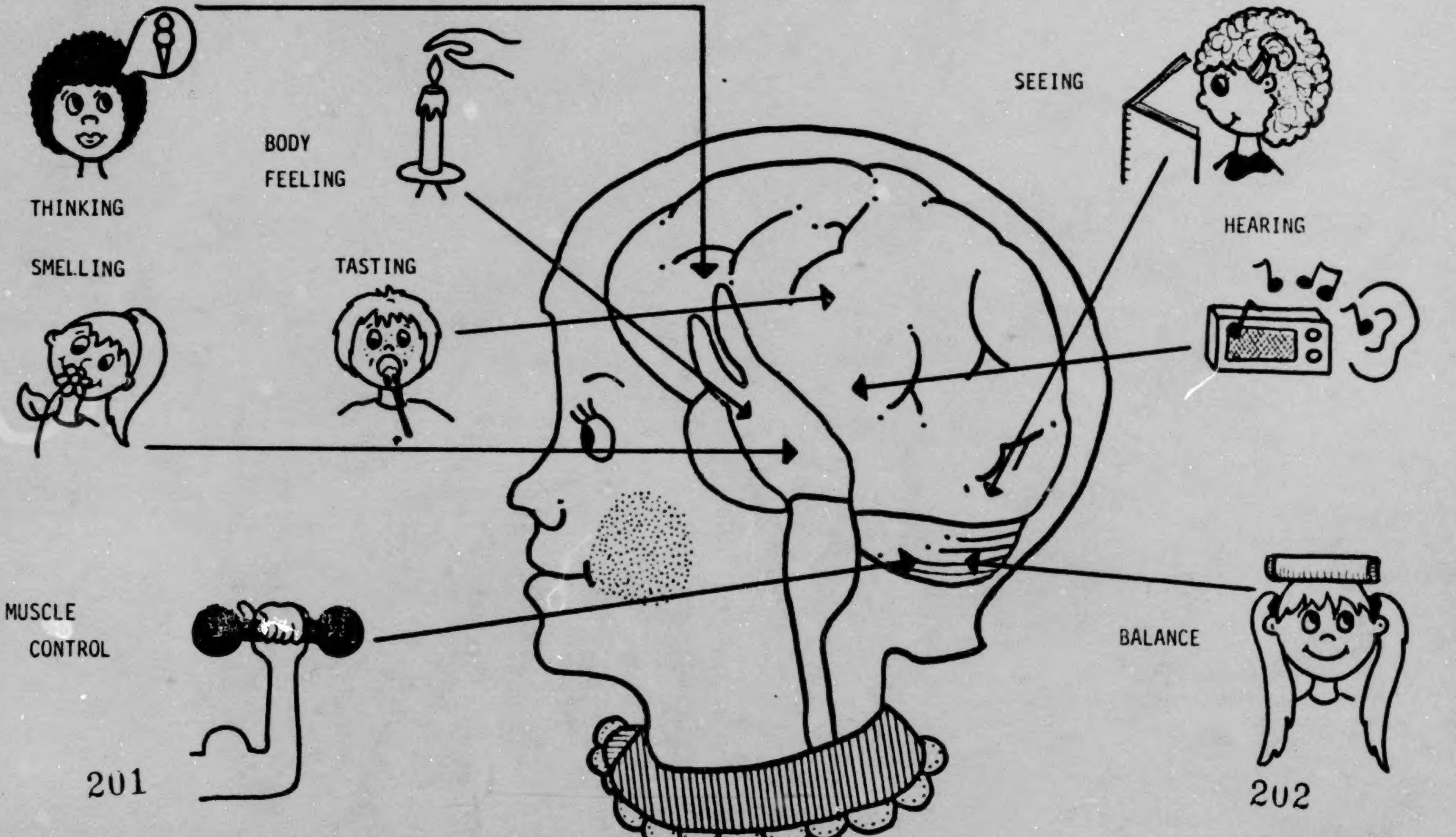
ESEA Title IV-C "Teach 'n' Reach"

BRAIN WORK

Draw a line from each picture to the area of the brain that controls the action shown.

NAME ____________________

DATE ____________________



Bellin, C. The Body Book. Sherman Oaks, CA: Active Learning Systems, 1980.

Teacher's Copy

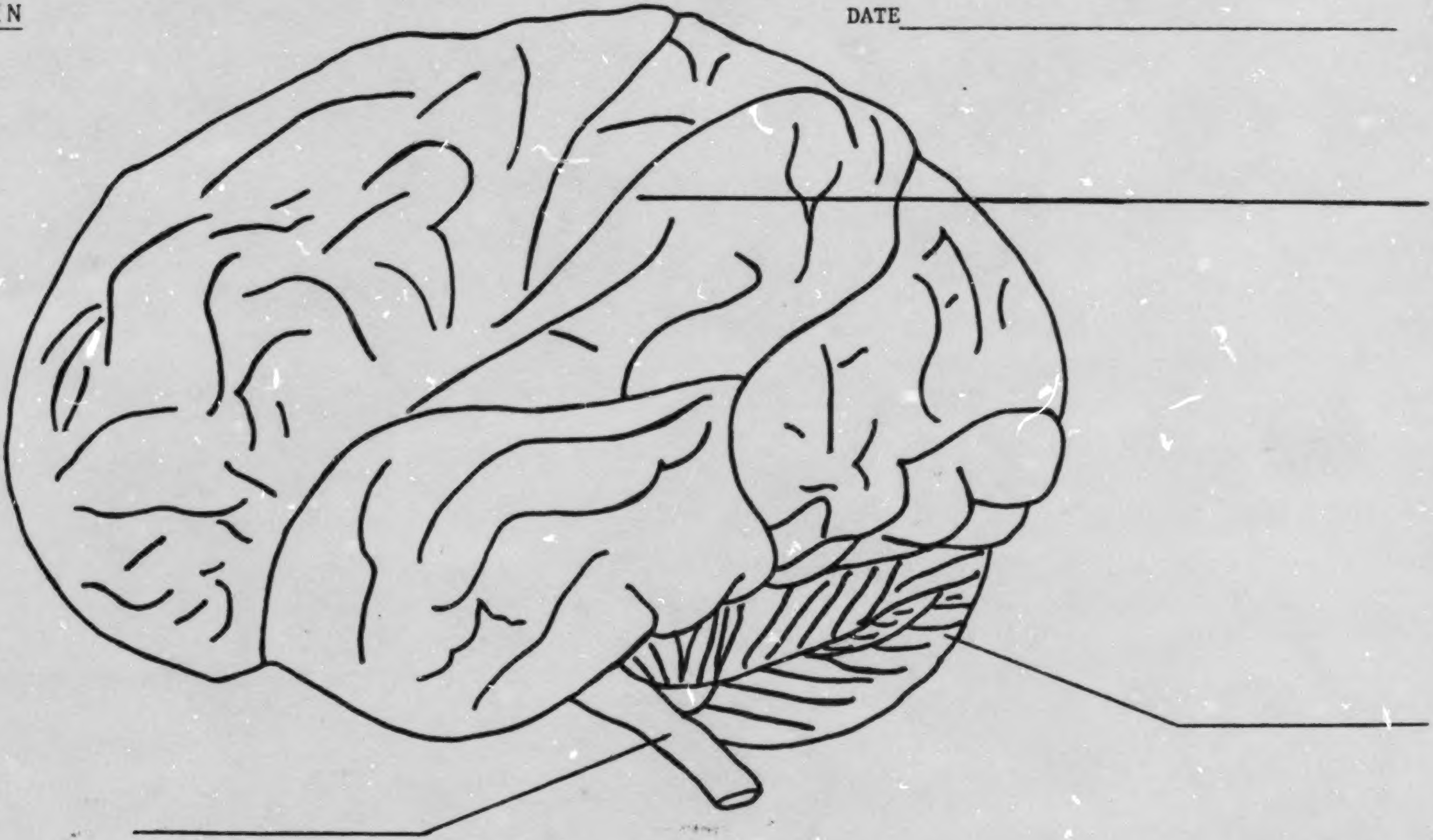
La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME______________________________

DATE______________________________

THE BRAIN



CEREBELLUM
- Balance

CEREBRUM
- Thinking
- Learning
- Memory
- Movement
  - Arms
  - Legs
  - Tongue
  - Lips
- Seeing
- Hearing

MEDULLA OBLONGATA
- Nerves and muscles connecting brain and the spinal cord.

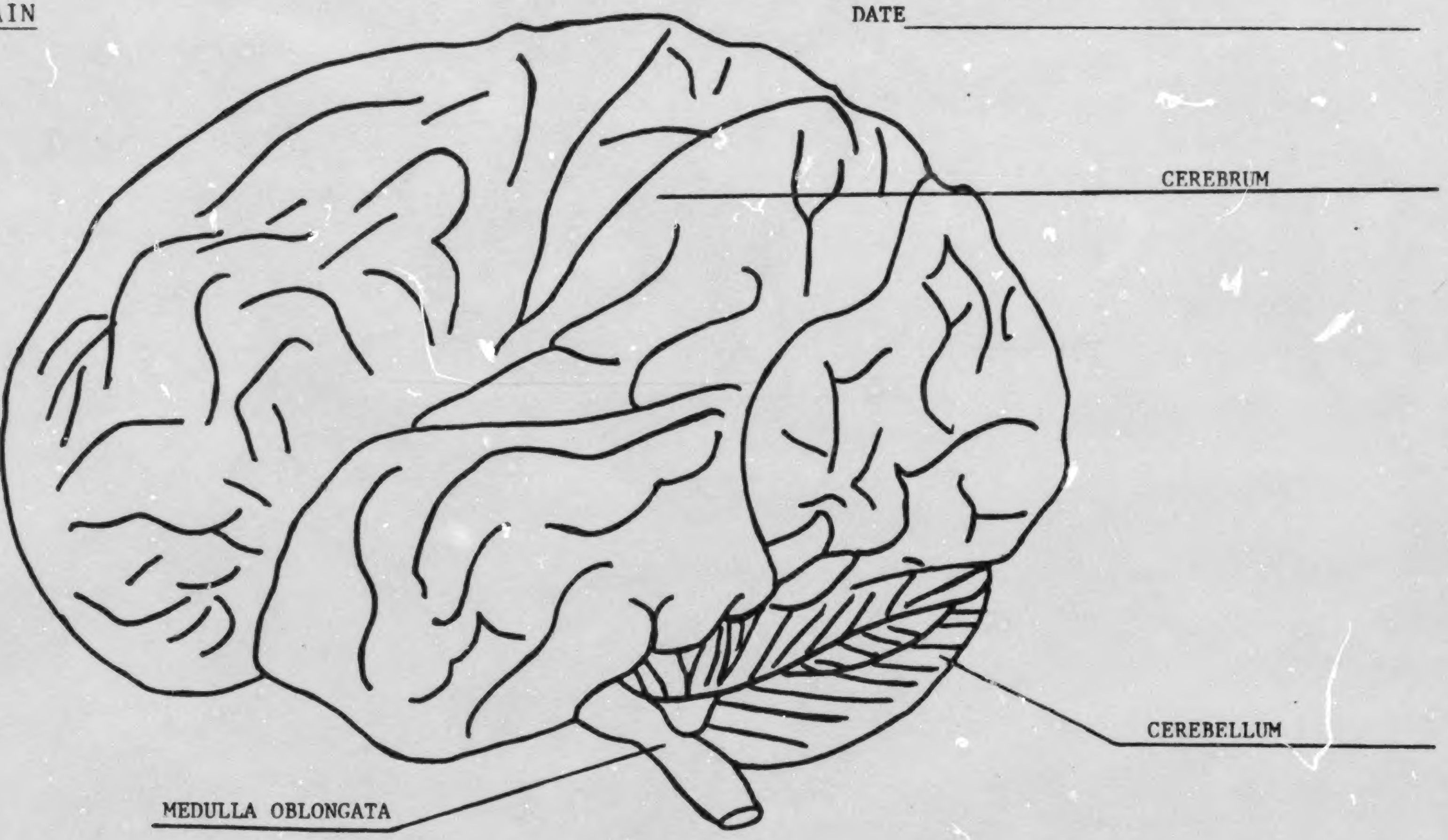
La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME ______________________________

DATE ______________________________

THE BRAIN



CEREBELLUM
- Balance

CEREBRUM
- Thinking
- Learning
- Memory
- Movement
  - Arms
  - Legs
  - Tongue
  - Lips
- Seeing
- Hearing

MEDULLA OBLONGATA
- Nerves and muscles connecting brain and the spinal cord.

TEACHER'S COPY

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase student awareness about the areas of the brain and their function.

PERFORMANCE OBJECTIVES

NOTES

Upon completion of activities students will name at least two areas of the brain and their functions.

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Teacher will lead a class discussion about the brain's function in learning.	Model - Human Head	
1. Frontal Section a. Thinking b. Moving	Model - Brain	
2. Parietal Section a. Reading b. Speaking		
3. Occipital Section a. Seeing b. Reading		
4. Temporal Section a. Reading b. Hearing c. Understanding what one says and recall		

(continued)

GOAL

(continued)

PERFORMANCE OBJECTIVES	NOTES
(continued)	

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
B. Teacher will lead children in activities which incorporate several areas of the brain for a task.		
1. Tell students to think about the word "desk." List parts of the brain used. a. Occipital (seeing) b. Parietal (speaking) c. Frontal (thinking) d. Temporal (understanding)		
2. Discuss importance of all areas working together.		
See prepared worksheet p 104.		
3. Make popcorn. Discuss areas of the brain involved.	Popcorn Popcorn Popper	

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

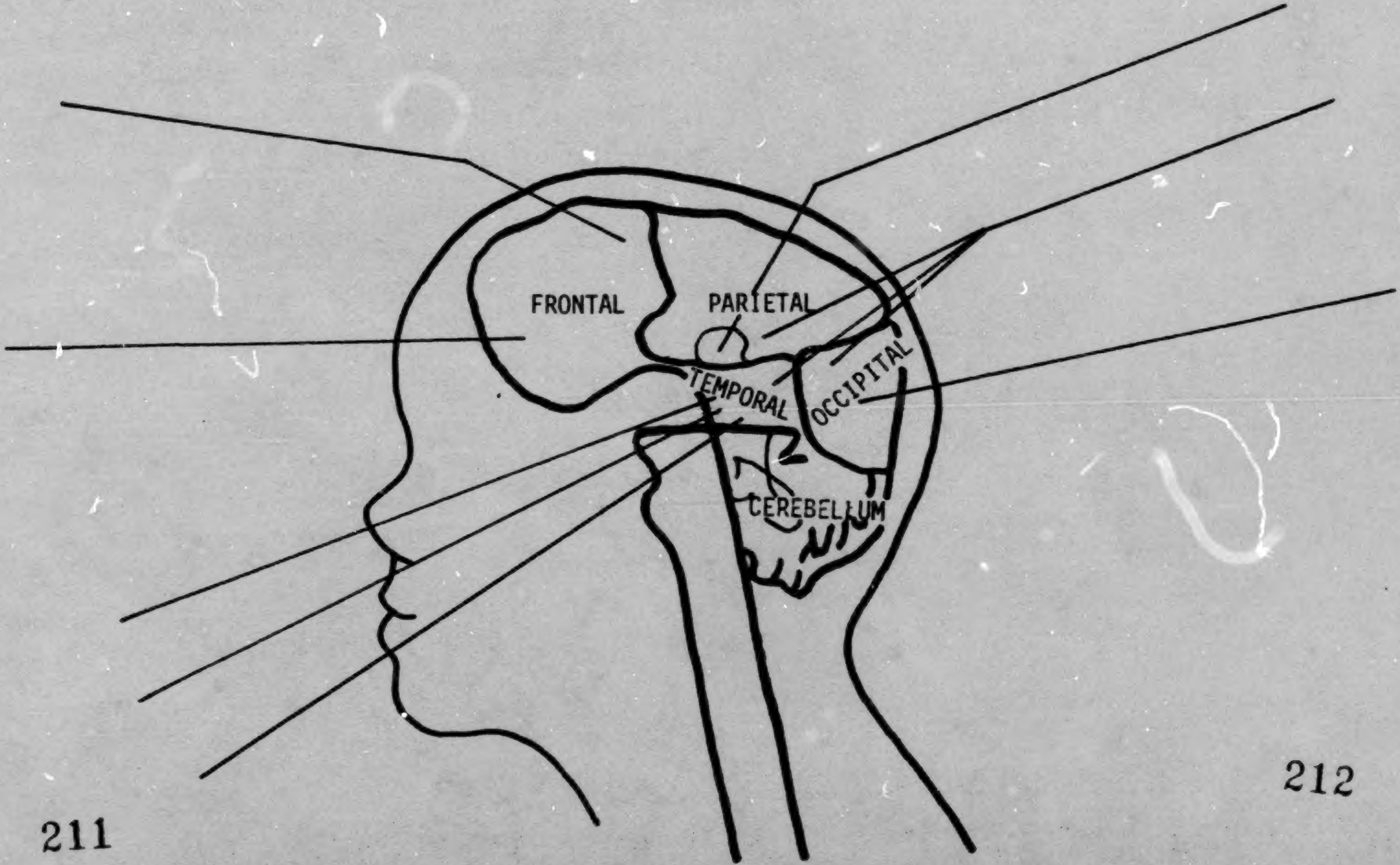
NAME______________________________

DATE______________________________

THE BRAIN

The various areas of the brain have been labeled for you.

See if you can identify the different functioning activities that occur in these areas.



211

212

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

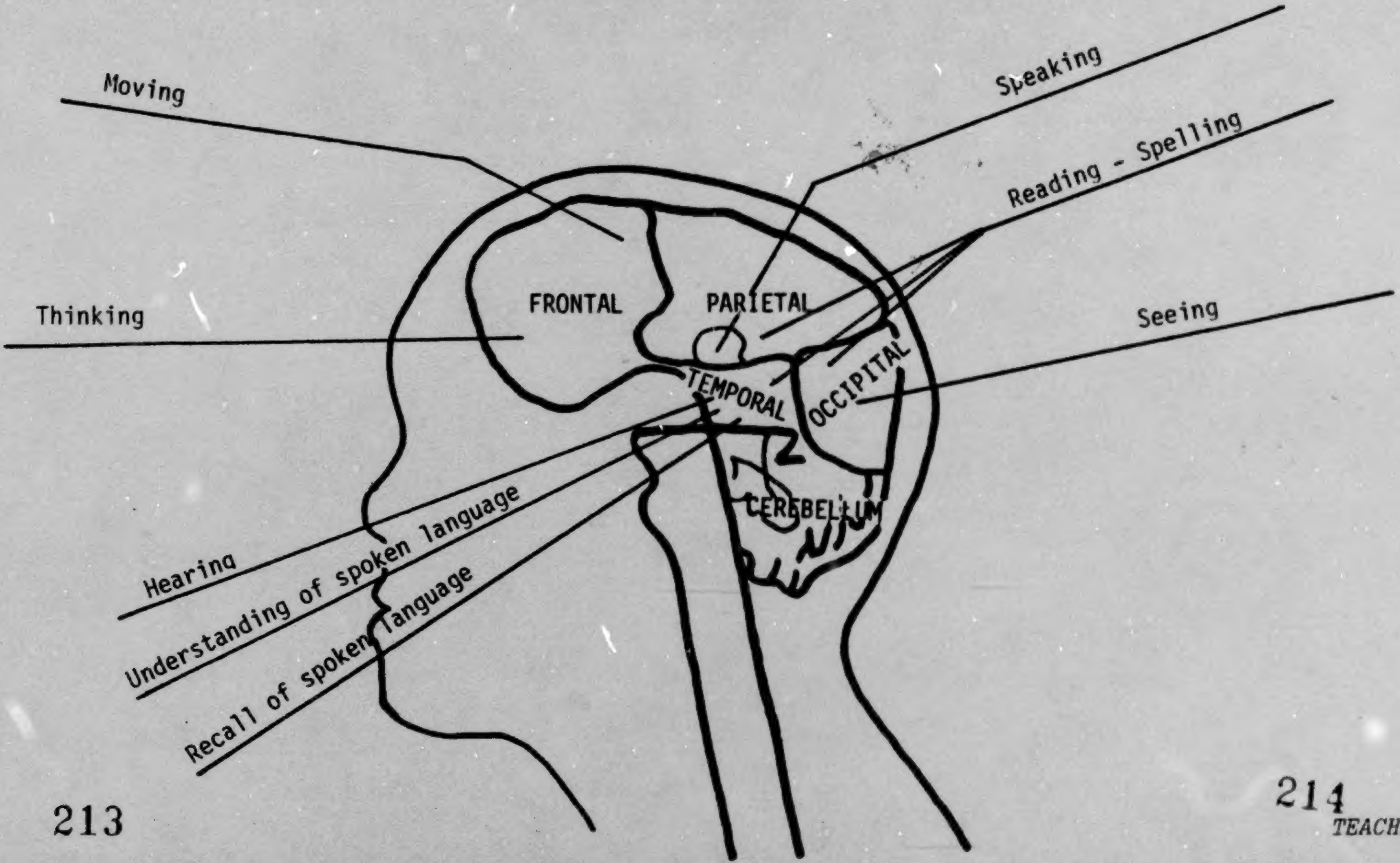
NAME ______________________________

DATE ______________________________

THE BRAIN

The various areas of the brain have been labeled for you.

See if you can identify the different functioning activities that occur in these areas.



213

214

TEACHER'S COPY

GOAL

To increase student awareness about the areas of the brain as it relates to language disabilities.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to identify an area of the brain that could cause a language problem.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Teacher will review with the class the functions of the different areas in the brain and discuss the importance of all areas working together. *See prepared worksheet p 108.* B. Teacher will discuss that a language impairment can occur when some or all language areas of the left side of the brain do not function normally. 1. A person may think of a word but his tongue, teeth and lips do not get the message from the brain telling him/her how to pronounce the word. (This is a breakdown in parietal area of the brain.) 2. Another person may not be able to understand a word when someone else says it. He/she does not have a hearing loss but the word sounds like a foreign language to him. (This is a breakdown in the temporal area.) 3. Another person may see an object and recognize what it is but may not be able to recall the word. This is much like forgetting the name of a familiar friend. When one tries to speak,	Model of Brain Transparency of Brain Chart of Brain	Agranowitz, A. Aphasia Handbook for Adults and Children. Edwards Brothers, Inc.

(continued)

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

ACTIVITY PROCEDURE	MATERIALS	RESOURCES	NOTES
3. continued many words may come forth but they will not be the right ones. (This is a breakdown in the temporal area.)			

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

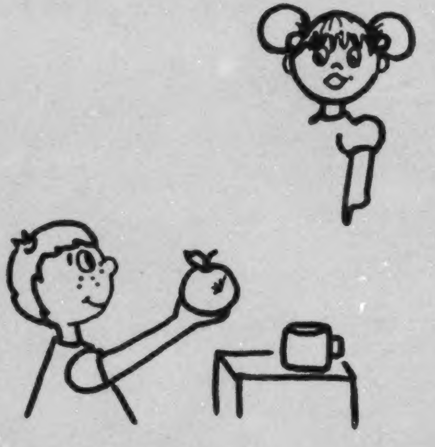
NAME ______________________________

DATE ______________________________

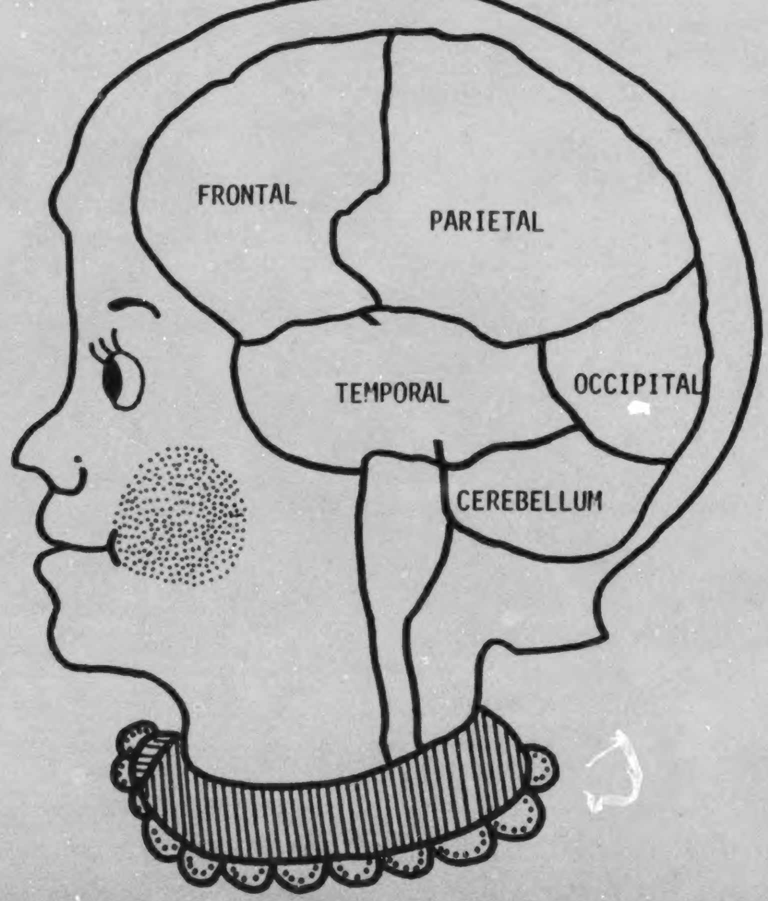
MORE BRAIN WORK

Draw a line from each picture to the area of the brain that did not receive the message correctly.

Thinking



The girl says, "get me the cup."
The boy gets the apple.



"I have a Kel."

The phone number is ???

La Mesa-Spring Valley School District
Special Programs Department

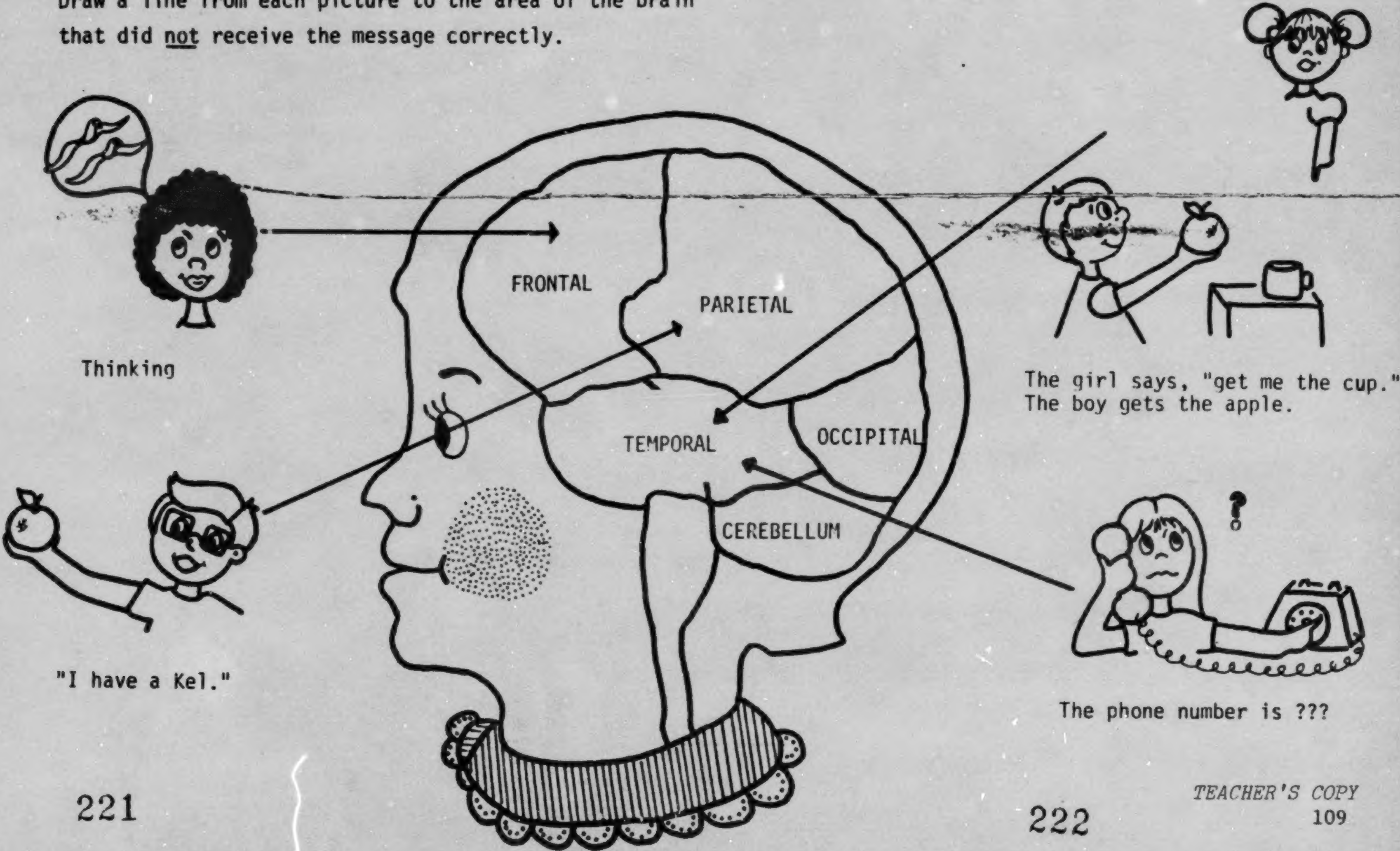
ESEA Title IV-C "Teach 'n' Reach"

NAME ________________________________

DATE ________________________________

MORE BRAIN WORK

Draw a line from each picture to the area of the brain that did not receive the message correctly.



Thinking

"I have a Kel."

The girl says, "get me the cup."
The boy gets the apple.

The phone number is ???

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase student awareness of the causes of language impairment.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to give two causes of language impairment.

ACTIVITY PROCEDURE	MATERIALS	RESOURCES	NOTES
A. Teacher discusses with students the causes of a language impairment. 1. Prenatal Trauma a. Medication b. Accident c. Diet 2. Accident 3. Heredity 4. Psychological 5. Neurological B. Teacher invites a speaker from an organization to talk about causes and preventions of language impairments.		C.A.N.H.C. (California Association for Neurologically Handicapped Children) P. O. Box 20013 San Diego, CA 92120 San Diego State University, Department of Communication Disorders, San Diego, CA 92182	

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase student awareness of two senses we use to facilitate language learning.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to name two senses which aid language learning.

NOTES

ACTIVITY PROCEDURE

A. Teacher brings in a television or draws a television on the board to demonstrate two important senses.

  1. Discuss parts of television as they compare to the brain.

     a. Volume dial - hearing
     b. Picture control - seeing
     c. Wires and tubes - nerves/brain

  2. Teacher will use the television to illustrate a breakdown of visual and auditory senses.

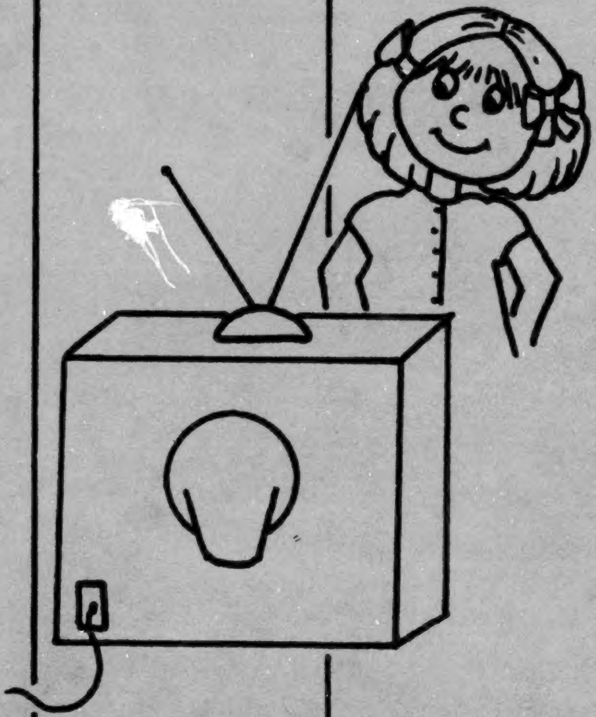
     a. Teacher will turn television on with vertical and horizontal dials distorted. Questions are asked that require visual clues.
     b. Teacher will turn off volume but leave picture intact. Questions are asked that require auditory clues.
     c. Combined auditory and visual input is necessary to receive clear messages.

MATERIALS

Television

MP
You and Your
Senses

RESOURCES



La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase student awareness of normal language development.

PERFORMANCE OBJECTIVES

Upon completion of activities students will recognize that language develops sequentially.

NOTES

ACTIVITY PROCEDURE

A. Teacher will lead a class discussion about steps in learning to talk.

   1. A child recognizes sounds they hear (bell, vacuum).

   2. A child recognizes words they hear from constant repetition (mama, baby).

   3. A child repeats sounds and words heard without understanding them.

   4. A child repeats words heard and associates them to object represented.

   5. A child combines two words then increases to full sentences.

B. Children will interview their parents to learn at what age they began to talk.

See prepared worksheet p 114.

C. Teacher solicits feedback from students about their interviews from home.

(continued)

MATERIALS

RESOURCES

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
1. Teacher records the ages of students first words. 2. Students design a bar-graph and/or determine the average age that the class began to say their first word. *See prepared worksheet p 115.*		

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach. 'n' Reach"

NAME ______________________________

DATE ______________________________

MY FIRST WORDS . . .
(to interview at home)

I first began to make sounds when I was ______________________ old.

I said my first word when I was ______________________ months old.

My first word was ______________________.

I could name people and things when I was ______________________ old.

I could put two or more words together when I was ______________________ old.

I could talk in short sentences when I was ______________________ old.

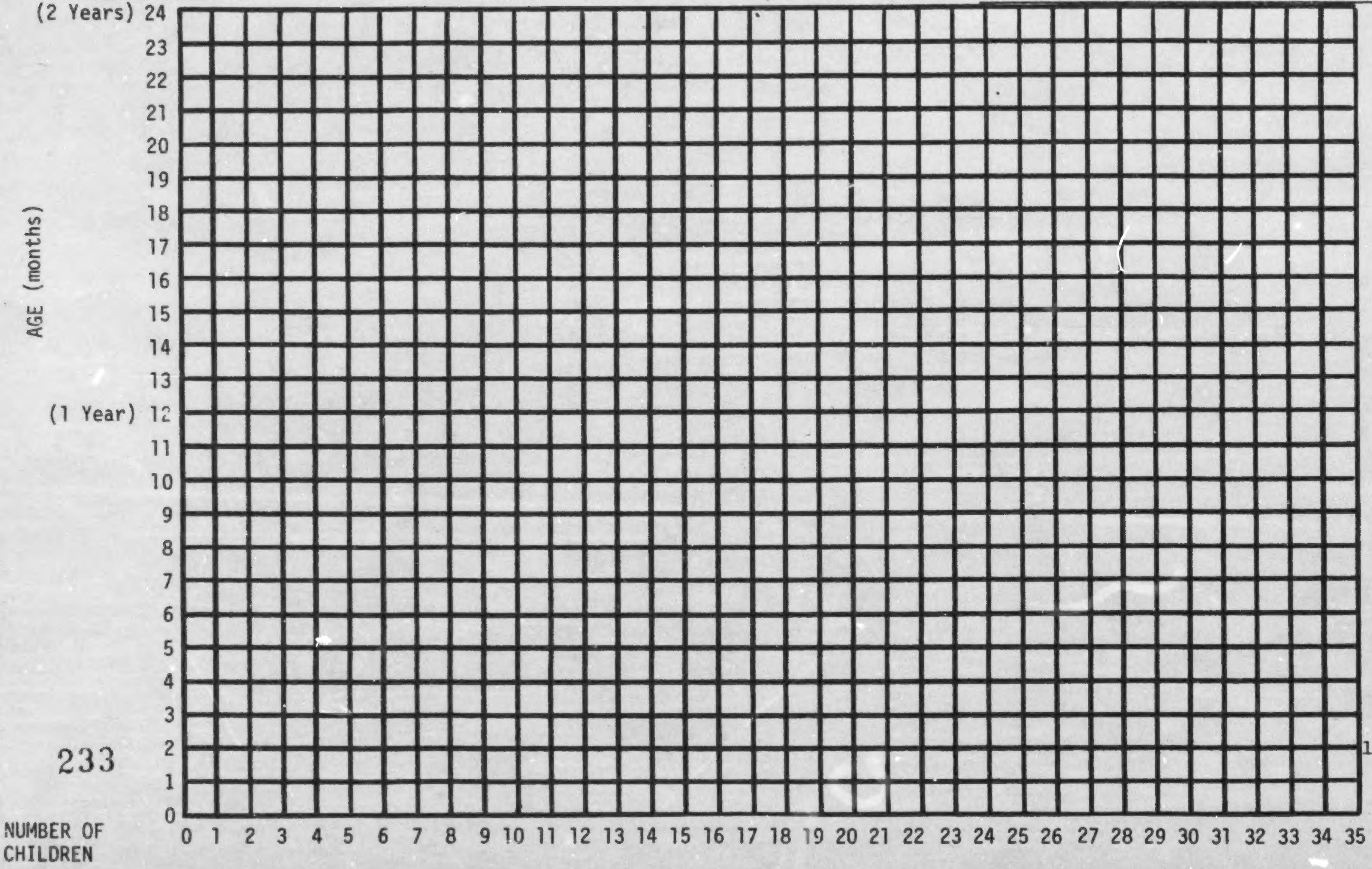
La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME ______________________________

DATE ______________________________

OUR FIRST WORD



GOAL

To increase student awareness of how receptive and expressive language are used to communicate.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be aware that the inability to communicate may be an expressive or receptive language problem.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. In our society verbal skills are highly valued and are considered the most important sign of intelligence. It is important for students to understand the concept of receptive and expressive language. 1. Receptive language is what someone can understand when others speak. 2. Expressive language is what they can express themselves. B. Teacher discusses with the class that there are many people who are unable to talk but who have receptive language. 1. They may have difficulty speaking because of motor problems with their speech organs (i.e., cerebral palsy). 2. They may have problems in translating from what they want to say to saying it. 3. They may have a profound hearing loss that has not allowed them to model normal speech. (continued)	MP Listening, Speaking and Non-Verbal Skills (i 15 min.)	Barnes, E., What's the Difference? Human Policy Press.

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

ACTIVITY PROCEDURE	MATERIALS	RESOURCES	NOTES
4. They may lack motivation or simply fear talking and sharing their thoughts with other people. C. Teacher will discuss with class that in spite of limited expressive language a person may not be limited in what they understand (receptive language). If a person has one disability, it is not correct to assume another one as well. D. The teacher can point out that feelings can be expressed and received through language. Example: 1. If someone steps on your toe, tell them how you feel. This is expressive language. The person who hurts you will receive the information. This is receptive language. Then that person may use expressive language to say he is sorry.			

GOAL

To increase students awareness that all people have some degree of language difficulty.

PERFORMANCE OBJECTIVES

Upon completion of activities students will name at least one language error they made in understanding or expressing language orally or written.

NOTES

ACTIVITY PROCEDURE

A. Teacher explains that all people, at some point in time, have some degree of language difficulty.

1. Review with the class examples of language problems.

   a. Remembering a word
   b. Remembering how to spell a word
   c. Reading a word but saying it incorrectly

See prepared worksheet p 119.

B. Students will share results of their language problems. These results may be shared in the following ways.

1. Tally class scores on each question.

2. Graph class scores on each question.

3. Figure percentages on each question.

MATERIALS

RESOURCES

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME ______________________

DATE ______________________

EVERYDAY GOOFS

How many times did I have a language problem?

(TALLY YOUR SCORE) 𝍸 II

1. I couldn't remember someone's name.	
2. I couldn't remember the directions someone told me.	
3. I misunderstood what someone said to me.	
4. I couldn't remember what a common word meant.	
5. I said a word wrong and didn't mean to.	
6. I mixed up some of the words when I was talking to someone.	
7. I read a story and couldn't remember what happened first, second and third.	
8. I wrote a word I know how to spell but left some letters out.	
9. I wrote a sentence and left a word out or put them in the wrong order.	

GOAL

To increase student awareness of ways we communicate.

PERFORMANCE OBJECTIVES

Upon completion of activities students will understand alternative ways to relay a message without talking.

ACTIVITY PROCEDURE

A. Teacher explains to the class that in some cultures people wear masks over the lower part of their faces with only their eyes visible. They communicate very well with only their eyes.

  1. Have children practice different ways to move their eyes to express feelings.

    a. Happy
    b. Sad
    c. Bored
    d. Surprised
    e. Mad

B. Teacher discusses other ways to communicate (i.e., through mime, gestures, body language).

  1. Children can write messages, experiences or feelings and place them into a box.

  2. The class divides into two teams to act out and guess the message.

(continued)

MATERIALS

MP Listening, Speaking and Non-Verbal Skills (1 15 min.)

RESOURCES

Barnes, E. *What's the Difference?* Human Policy Press

NOTES

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
3. Possible messages: a. Tell someone its time for lunch. b. Do you want a drink? c. Be quiet. d. Go away. e. I'm mad at you. f. I like you. g. It's raining outside.		
C. List the ways students communicated messages. Were they harder or easier than using words? 1. Facial expressions 2. Hand gestures 3. Body movements		
D. Two decks of cards are placed face down on a table. One deck are pictures of body parts while the other deck are emotional words (i.e., worry, surprise, hate, happy, embarassed, etc.). A player chooses one card from each pile. He/she acts out the emotion using only the body part shown on the card.	Word cards Picture cards	

NOTES

GOAL

To increase awareness and knowledge of receptive language difficulties.

PERFORMANCE OBJECTIVES

NOTES

Upon completion of activities students will be able to describe ways to aid the language impaired.

ACTIVITY PROCEDURE

MATERIALS

RESOURCES

A. The teacher selects two students to read a situational conversation.

See prepared worksheet p 123.

B. At the conclusion of each situation, include such questions as:

1. Who had a language problem.
2. What part of the question or statement was not understood?
3. How could you help someone understand your question or statement if it was unclear to them.

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME ______________________________

DATE ______________________________

SITUATIONAL CONVERSATION

John: "Where do I get my lunch?"
Tom: "I have a sandwich, banana and two cookies."
John: "Where do I get my lunch?"
Tom: "I'm going to eat my cookies first."

Sally: "How are you today?"
Mary: "I am 10 years old."
Sally: "No, how are you feeling?"
Mary: "I am feeling fine."

Jane: "Is today Thursday?"
Bill: "I am thirsty, too."
Jane: "No, what is today?"
Bill: "Today is Thursday."

Tim: "Oh, look, there is ___um ????___."
Sue: "She has a pretty dress. What is her name?"
Tim: "She is a good friend. Her name is ___um ????___."
Sue: "Come on. Lets ask someone her name."

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase student awareness of the difficulty language impaired children have correcting their speech patterns.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to express and describe the difficulty they had in simulating poor speech patterns.

NOTES

ACTIVITY PROCEDURE

A. Frequently the language impaired child will omit, substitute or distort a particular sound throughout his speaking.

B. Students will be given the opportunity to simulate the frustrations associated with this impairment.

  1. Students are divided into two teams. The first player on Team A asks the opponent on Team B a simple question (i.e., "What does a cat like to eat?"). The player on Team B draws a card from a pile of alphabet cards and tries to answer the question. The question needs to be answered but the answer must be made by leaving out the particular sound he drew on the card. The B team gets a point if their team member can answer the question without using the sound.

C. Class will discuss their feelings when participating in the game.

D. Invite a person who exhibits this impairment to talk with the class.

E. Invite a person who has overcome this impairment to talk with the class.

MATERIALS

Deck of cards with alphabet letters

RESOURCES

San Diego State University,
Department of Communication Disorders,
San Diego, CA
92182

C.A.N.H.C.
(California Association for Neurologically Handicapped Children)
P. O. Box 20013
San Diego, CA
92120

La Mesa-Spring Valley School District
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GOAL

To increase student awareness of difficulties that can occur within the sound system (phonology) of our language.

PERFORMANCE OBJECTIVES

Upon completion of activities, students will experience difficulty using speech sounds correctly.

NOTES

ACTIVITY PROCEDURE

A. Producing the correct sounds in our language can be difficult for the language impaired. The student may omit, substitute or distort a sound or sounds when speaking.

1. The teacher reads a short paragraph to students omitting the consonants or word endings.

   a. Last night I watch TV.
      La nī I wah TV.
   b. I saw a dog that was big.
      I saw a dah thă wuh bĭ.

2. Class discussion

   a. Were you able to understand the sentences heard?
   b. Could you figure out what error they were making?
   c. If you talked that way would it be hard to be understood? How would you feel?

B. Some students may be able to say all the speech sounds but confuse the tongue placement when talking.

(continued)

MATERIALS

MP You're Not Listening
(u 21 min.)

RESOURCES

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE

MATERIALS

RESOURCES

1. Teacher asks class what their mouth, tongue, and lips do to make the "k" sound and the "t" sound. How do they differ?
    a. K - back of tongue touches back roof of mouth.
    b. T - tongue tip touches roof of mouth behind front teeth.

2. Teacher asks class to recall the nursery rhyme, Hickory Dickory Dock. Class pretends that each time they hear the "k" sound, the tongue will move forward and say "t" instead.

Hickory Dickory Dock,	i.e., Hitory Ditory Dot,
The mouse ran up the clock.	The mouse ran up the tot.
The clock struck one,	The tot strut one,
Down he came,	Down he tame,
Hickory Dickory Dock.	Hitory Ditory Dot.

    a. Was this difficult to do? Why?
    b. Point out that for a language impaired child with this problem, he/she would have to process everything he/she says to change his/her errors.

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ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase student awareness of the morphological difficulties language impaired students may exhibit when speaking.

PERFORMANCE OBJECTIVES

Upon completion of activities students will understand the need for word formation rules (morphology).

NOTES

ACTIVITY PROCEDURE

MATERIALS

RESOURCES

A. Morphology is the pattern of word formation. We must understand and express the meaning of words (semantics), order of words (syntax), and also learn rules from what we hear (morphology). As we learn to talk we learn to say "men" instead of "mans."

B. Discuss ways small children misuse rules of language:

  1. We goed to the store.

  2. Me beat him.

  3. Daddy drived the car.

  4. Theres two mans.

C. Discuss what it would be like without rules for language.

  1. Messages would not always be clear.

  2. Time element would not be clear.

    a. I goed store. - Was it yesterday or do you want to go now?

(continued)

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

ACTIVITY PROCEDURE	MATERIALS	RESOURCES	NOTES
D. Discuss impressions children have of people who do not use the rules of language when speaking.			
E. Teacher recites sample sentences to the class. Have students indicate the errors.			

1. The pole vault record was broke yesterday.
2. You and me should go there sometimes.
3. The pipe had bursted into three parts.
4. I'm glad that you brung the matter up today.
5. I knowed it when he telled me about it.
6. One of the puppy hasn't ate yet.
7. The book fell back from off the chair.
8. I couldn't find nobody whom would work of me.
9. We hadn't hardly no time catching the bus.
10. Either you come with me, nor me wont go.

(continued)

La Mesa-Spring Valley School District
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GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

ACTIVITY PROCEDURE	MATERIALS	RESOURCES	NOTES
F. Give an example of correct regular and irregular verb tense. Have students write their own sentences and read them orally. 1. I am talking. Yesterday I talked. Tomorrow I will talk. 2. I am seeing. Yesterday I saw. Tomorrow I will see. G. Discuss how confusing many language rules were to learn when students were younger. Relate this to the difficulties that the language impaired child experiences. *See prepared worksheet p 130.*			

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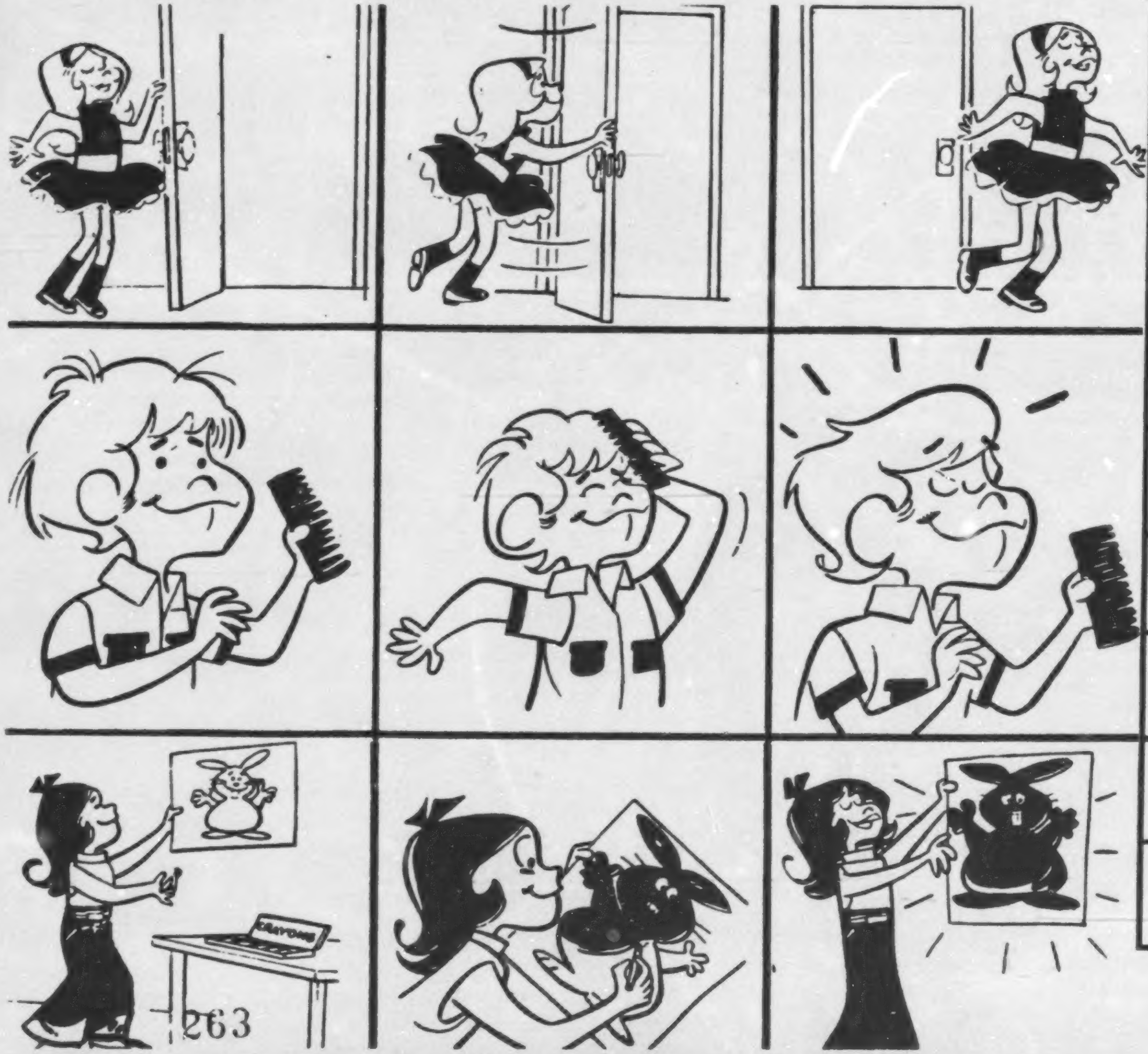
CORRECT VERB TENSE

Cut and paste each sentence to match a picture.

NAME ____________________

DATE ____________________



The boy combed his hair.

The girl colored the picture.

The boy will comb his hair.

The girl closed the door.

The girl will color the picture.

The girl will close the door.

The boy is combing his hair.

The girl is coloring the picture.

The girl is closing the door

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ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase student awareness of word formation (morphology).

PERFORMANCE OBJECTIVES

Upon completion of activities students will understand some of the rules applied to language.

NOTES

ACTIVITY PROCEDURE

A. Teacher discusses the need for understanding the rules of our language. We may know what words mean, but when putting words together, a particular language rule may need to be applied.

B. Teacher asks class to complete a worksheet.

See prepared worksheet p 132.

1. Could you do the worksheet?
2. What enabled you to do this worksheet? (the rule of language).
3. If you didn't know these rules, could you do this worksheet?

C. Children may devise their own worksheet using "sig" as an example.

MATERIALS

RESOURCES

Wug. Learning Disabilities in Children and Adolescents. Charles Merrill Publishing Co.

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NAME ____________________

DATE ____________________

SIG

This is a sig.

Now there is another one.

There are two of them.

There are two ____________.

The ball belongs to the sig.

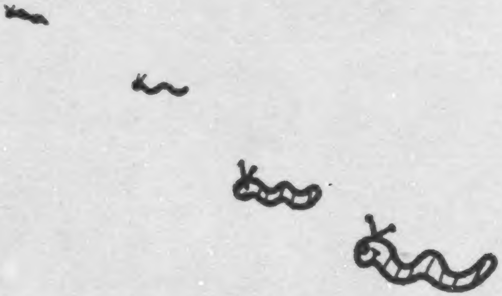
It is the ____________ ball.

This sig is not nug.

This sig is nug.

This sig is even ____________.

This sig is the very ____________.



GOAL

To increase student awareness of the importance of word order (syntax) in understanding language.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to give at least one example of the need for word order.

NOTES

ACTIVITY PROCEDURE

A. In language, as our vocabulary increases, we learn an order in which words are put together.

1. Teacher will compare word order in Spanish and English. In English we use adjectives before the noun we are describing; in Spanish the noun comes before the adjective.

    a. Agua caliente (water hot)
    b. libro rojo (book red)
    c. mesa verde (table green)
    d. calle poco (street little)

2. Teacher will discuss the importance of correct word order to communicate a meaning.

    a. The girl gave the boy the ball.
    The girl gave the ball the boy.
    b. The boy was hit by the ball.
    The ball was hit by the boy.
    c. Karen wanted to play the game.
    Karen the game to play wanted.

3. Children will give examples in which word order affected them.

(continued)

MATERIALS

RESOURCES

Brubaker, S. Workbook for Aphasia. Wayne State University Press.

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
See prepared worksheet p 135. B. In addition to word order within a sentence, we must be cognizant of syllable order within a word. 1. Discuss times when talking, that the sounds of syllables get turned around and the word or meaning is unclear. *See prepared worksheet p 136.* C. Discuss ways in which syllable order and word order are difficult for language impaired students.		

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NAME____________________________

DATE____________________________

SCRAMBLED SENTENCES

Unscramble the words and put them in the correct order to form a sentence as you read the sentence out loud.

Example: want I cookie a should read I want a cookie.

1. sun today the is shining
2. find can't my sweater I
3. end street a this is dead
4. time leave what we should?
5. carefully the please bottle open
6. was yesterday letter the mailed
7. to peanuts like eat elephants
8. for had pizza they dinner
9. she where know went I don't
10. you your what dog did name?

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DATE ______________________

SCRAMBLED SYLLABLES

Below are three and four-syllable words. Arrange the syllables in the correct order to form a word, and then write the word on the line.

Example: ple ex am example

1. mal i an ______________________
2. e el phant ______________________
3. dar en cal ______________________
4. et book pock ______________________
5. ci ac dent ______________________
6. tics ma e math ______________________
7. mo ter ther me ______________________
8. er lar pil cat ______________________
9. gre in di ent ______________________
10. non a y mous ______________________

La Mesa-Spring Valley School District
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GOAL

To increase awareness of word order (syntax) problems the language impaired student may exhibit.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to verbalize the importance of word order (syntax) when listening to a series of directions.

NOTES

ACTIVITY PROCEDURE

A. Ordering words and ideas is very important when trying to convey a message to someone. For the language impaired student, hearing, remembering and sequencing directions, may be very difficult. This requires good auditory sequential memory.

B. Teacher reads the following, exactly as written. Student must recall and put in order what they heard.

1. If you were on a picnic and wanted to grill hamburgers, in what order would you do the following things?

   a. Light the fire.
   b. Look for wood for the fire.
   c. Put the hamburgers on the grill.
   d. Place the grill over the fire.
   e. Turn the hamburgers over.
   f. Stack kindling and newspaper in a cleared area.

2. If you were going to plant a garden, in what order would you do the following things?

   a. Buy seeds for the garden.
   b. Plant the seeds.

(continued)

MATERIALS

RESOURCES

Brubaker, S. *Workbook for Aphasia.* Wayne State University Press.

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES

  c. Dig up the ground
  d. Weed the garden.
  e. Decide where to put the garden.
  f. Add fertilizer to the ground.

C. Discuss activity with class.

1. Which example "was easiest" to remember the correct order?

2. What was different about the story that made it easier to remember?

3. Which way do you understand the directions best?

4. Since we know language impaired students may have difficulty understanding the sequence just as we do, what can we do to assist?

   a. Give one direction at a time.
   b. Give directions in sequential order.

GOAL

To increase awareness of word order (syntax) problems the language impaired students may exhibit in speaking.

PERFORMANCE OBJECTIVES

NOTES

Upon completion of activities students will be able to verbalize the importance of word order (syntax) in speaking.

ACTIVITY PROCEDURE

MATERIALS

RESOURCES

A. Expressing a sequence of words or ideas is important. This may be difficult for some of us and especially for the language impaired child.

1. Teacher will discuss the importance of giving a logical and simple series of directions in different settings (i.e., air control tower).
    - a. Have students simulate a police dispatcher giving directions in an emergency. A student sits in a corner of the room where he/she cannot see the person he gives directions to.
    - b. Have student give directions in the following ways: one step at a time, three steps at a time and four steps at a time.
2. Explore ways students used to send the most effective message out.
    - a. How many directions were given at a time?
    - b. Was there a specific sequence needed?
    - c. Was it difficult to stay in order without omitting a step?

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase student awareness of word meaning (semantic) problems that language impaired students may exhibit.

PERFORMANCE OBJECTIVES

Upon completion of activities students will demonstrate an understanding of the difficulty idiomatic expressions cause the language impaired child.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. The teacher discusses the importance of understanding the meaning of words heard, including idiomatic expressions. This is an area of difficulty for the language impaired student.		Anderson. Thinking Games 2. Pitman Learning, Inc.
B. Class discussion is initiated about the use of idioms in our language. The literal meaning for these expressions is discussed. The ways this might be a problem for an language impaired student can be enumerated.		
See prepared worksheet p 141.		
C. Children will be given experiences to understand idioms. 1. Have students draw or act out idioms literally. a. Pulling my leg b. Raining cats and dogs c. Over the hill d. Elbow grease e. On cloud nine f. Under the weather g. Full of bologna h. Pain in the neck i. Scratch the surface j. Fit as a fiddle k. Down in the dumps		

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NAME ____________________

DATE ____________________

PHRASE COMPLETIONS

Below are some familiar phrases that are incomplete. Complete each one with a word or words that will make the phrase complete and sensible. Ask a friend or a family member, too.

Example: As flat as a pancake

YOU	FRIEND	FAMILY MEMBER
1. As blind as a		
2. As cool as a		
3. As neat as a		
4. As fit as a		
5. As stubborn as a		
6. As slippery as an		
7. As easy as		
8. As smooth as		
9. As pleased as		
10. As American as __		
11. As fresh as a		
12. As proud as a		
13. As gentle as a		
14. As busy as a		
15. As clear as a		
16. As thin as a		
17. As dead as a		
18. As clean as a		

La Mesa-Spring Valley School District
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ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase student awareness of word meaning (semantic) problems that language impaired students may exhibit.

PERFORMANCE OBJECTIVES

Upon completion of activities students will understand that people may interpret messages differently.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Teacher discusses the importance of understanding the meaning of words one hears. Several people may hear the same message but each may interpret it differently.		Anderson. Thinking Games 2 Pitman Learning, Inc.
B. Teacher will direct a game in which students will give oral directions to their peers. From these directions drawings will be produced. 1. Students will compare their drawings and discuss their different results from the same set of instructions. 2. Students will share other experiences they have had giving or understanding directions.		
C. The teacher names the components of a simple non-representational drawing (i.e., squares, a triangle, a circle and five straight lines). 1. Each student makes a drawing from the components. 2. Pictures are gathered together and shared with one another. Students compare their drawings and the representation of what they interpreted the components to look like.		

(continued)

GOAL

(continued)

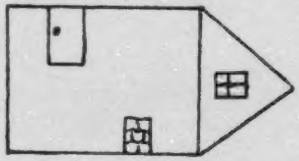
PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES

D. One student is chosen to draw a funny picture:



The rules are that the drawing cannot contain parts that would not belong to such an object, but any other distortion, dislocated parts, or omissions are allowed.

1. The student tells the name of the object he/she has drawn but does not show the drawing.

2. Players ask the student questions to find out things about the drawing (i.e., Is there a chimney? Is there a square?).

3. As the student answers the questions, the players try to draw the object.

La Mesa-Spring Valley School District
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ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase student awareness of word meaning (semantic) problems that language impaired students may exhibit.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be aware of the importance of understanding word meaning.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Teacher discusses importance of understanding the the meaning of words they hear in isolation and in connected sentences. The semantics of our language forms the foundation for oral communication. This is one area in which the language impaired student will have difficulty. 1. The teacher will orally present examples of incongruities. (It is so hot out, I am shivering.) 2. Children will verbalize what is incorrect in the sentences and what makes it incorrect. 3. Teacher will help to relate this to the language impaired child, for whom this understanding is often difficult. *See prepared worksheet p 145.*		Brubaker, S. Workbook for Aphasia. Wayne State University.

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NAME____________________________

DATE____________________________

INCONGRUITIES EXERCISE

The following sentences do not make logical sense. Read them out loud so that they make sense.

1. I opened my eyes really wide and heard the birds in the trees.
2. I am going to skip lunch because I am really starved.
3. I am the world's smallest giant.
4. I turned the radio on so that I could watch the movie.
5. The first wound killed the victim, the second one only stunned him.
6. Perfume tastes good, but it smells terrible.
7. He took ten pictures after he ran out of film.
8. It was so hot that we turned the thermostat up five degrees.
9. The violinist claimed that every musician was out of tune except himself.
10. He was sleeping so soundly that he woke up every three minutes.
11. He was brushing his hair with a new toothbrush.
12. Nobody was home when I called John, so I spoke with him for fifteen minutes.
13. The bases were loaded so they attempted a field goal.

La Mesa-Spring Valley School District
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GOAL

To increase student awareness of word meaning (semantic) problems that language impaired students may exhibit.

PERFORMANCE OBJECTIVES

Upon completion of activity students will understand the difficulty of carrying on a conversation.

ACTIVITY PROCEDURE	MATERIALS	RESOURCES	NOTES
A. Teacher discusses with students the difficulty a language impaired child might have carrying on a conversation. 1. Teacher introduces a game in which children will keep a conversation going. 2. Students sit facing one another in two rows. Two kinds of people are selected, like a doctor and a patient. The first student in the row begins talking as if he/she were a doctor. The student facing responds as if he/she were a patient to the second student in the doctor row and so forth back and forth down the line. B. Discuss feelings students had during the game. 1. Did they keep thinking of the same word or thought? 2. Was it frustrating to keep trying to think of different words? 3. Did they repeat what others had said? 4. Did they find their minds going blank?			

(continued)

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

ACTIVITY PROCEDURE	MATERIALS	RESOURCES	NOTES
5. Discuss how the language impaired children may feel about the frustrations of carrying on a conversation.			

GOAL

To increase student awareness of expressive language impairments.

PERFORMANCE OBJECTIVES

NOTES

Upon completion of activities students will express the difficulty they had in word finding.

ACTIVITY PROCEDURE

MATERIALS

RESOURCES

A. The teacher explains to the class that they are going to play a game called "What's My Word?"

1. A student will be given a particular word to describe to the class in two or three word phrases, using descriptive words, not gestures. With a time limit of 30 seconds, the class will try to guess the words.

2. Examples of possible words:

   a. Zucchini
   b. Stick
   c. Compass
   d. Wheel
   e. Dish
   f. Eraser

B. Students get five (5) squares each. Each player secretly chooses an object to tell about. The players take turns saying one thing about their object. The next player in line tries to guess what the object is. If correct the player telling one thing about an object discards one square. If the player guessing is incorrect then he/she must discard a square.

(continued)

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE

MATERIALS

RESOURCES

C. The teacher says: We are going to try to find different ways to say things. I will say a word and then use it in a sentence. You listen to my word, then try to find another word or words that mean about the same thing. If you know one, hold up your hand. When I call on you, say your word and put it in my sentence.

1. Car - They have a new car. (Auto, automobile, Olds, etc.)
2. Awful - It was really awful.
3. Bang - It went off with a bang.
4. Tired - Billy Bob is tired.
5. Behave - The teacher said, "You must behave."
6. Below - The book is below the desk.
7. Big - The plane is big.

D. A class discussion will follow.

GOAL

To increase student awareness about the difficulty language impaired children have developing vocabulary.

PERFORMANCE OBJECTIVES

NOTES

Upon completion of activities students will have an increased awareness about instant vocabulary recall.

ACTIVITY PROCEDURE

MATERIALS

RESOURCES

A. Language impaired children will sometimes exhibit difficulty in catagorizing. Teacher will give children an opportunity to exhaust their list of nouns pertaining to a particular subject.

   1. Teacher selects a category. A bean bag is tossed to a student who must think of a noun that fits within the category. (i.e., fruits - apple) The bean bag is then tossed to another student, etc.

   2. Students are paired off. Each pair has a topic or category given to them. Students compete to see who can think of the most nouns to fit into the category.

See prepared worksheet p 151.

B. Discuss activities with students.

   1. Was it easy or hard?

   2. What techniques did you use to recall more words?

   3. Did you feel frustrated, etc.?

La Mesa-Spring Valley School District
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NAME ______________________

DATE ______________________

VOCABULARY - CATAGORIZATION

Player A starts this game by writing the name of a category at the top of one column (i.e., animals).

Player B must think of a member of the category that starts with one of the letters shown down the side and writes it in the box.

If player B can not think of a word, he adds a new category at the top of the page.

Players continue taking turns. The player who thinks of the most words wins.

W					
O					
R					
D					
S					

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GOAL

To increase student awareness of the semantic problems language impaired students may exhibit.

PERFORMANCE OBJECTIVES

Upon completion of activities students will demonstrate an understanding of the problems associated with a limited vocabulary.

NOTES

ACTIVITY PROCEDURE

A. Teacher discusses the importance of vocabulary usage and explains that a language impaired student may be able to give an answer with a good association yet may not be able to name a particular word.

B. Students can participate in games to simulate a limited vocabulary.

  1. A leader is chosen. Students take turns asking the leader questions and specify a word that cannot be used in the answer. (i.e., "What grade are you in?" -- Do not use the word "fourth." The leader could respond, "I'm in the grade that follows third.") Leader maintains lead until stumped.

C. Teacher asks for response on experiencing a limited vocabulary.

  1. How did you feel when you could not use a given word in conversation?

  2. Was it easy to think of associations?

307

MATERIALS

RESOURCES

Anderson. Thinking Games 2. Pitman Learning, Inc.

308

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GOAL

To increase student understanding of the difficulty language impaired children have in mathematics.

PERFORMANCE OBJECTIVES

Upon completion of activities students will understand some of the many language skills involved in mathematics.

NOTES

ACTIVITY PROCEDURE

A. The teacher will discuss with the class the fact that mathematics is the language of science. Math is a language that tells us about measurement (size, shape, form, location) and about quantity (how much or how little). Math is the language for solving problems. It uses symbols to solve oral or written problems.

1. Vocabulary is important in math. By first grade a student needs to know the meaning of more, one more, less than, not so many, below, above, under, first and last. The teacher should explain that words are important to math - equal, equivalent, fraction, triangle, sum, denomination, etc.
2. Reading is important in math. A student may be able to work number problems but unable to read word problems.
3. Point out the many language skills needed in math.

See prepared worksheets pp 154 - 157.

MATERIALS

RESOURCES

Brubaker, S. Workbook for Aphasia. Wayne State University Press.

Forte, I. Spelling Mastery. Incentive Publishing. Inc.

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Special Programs Department

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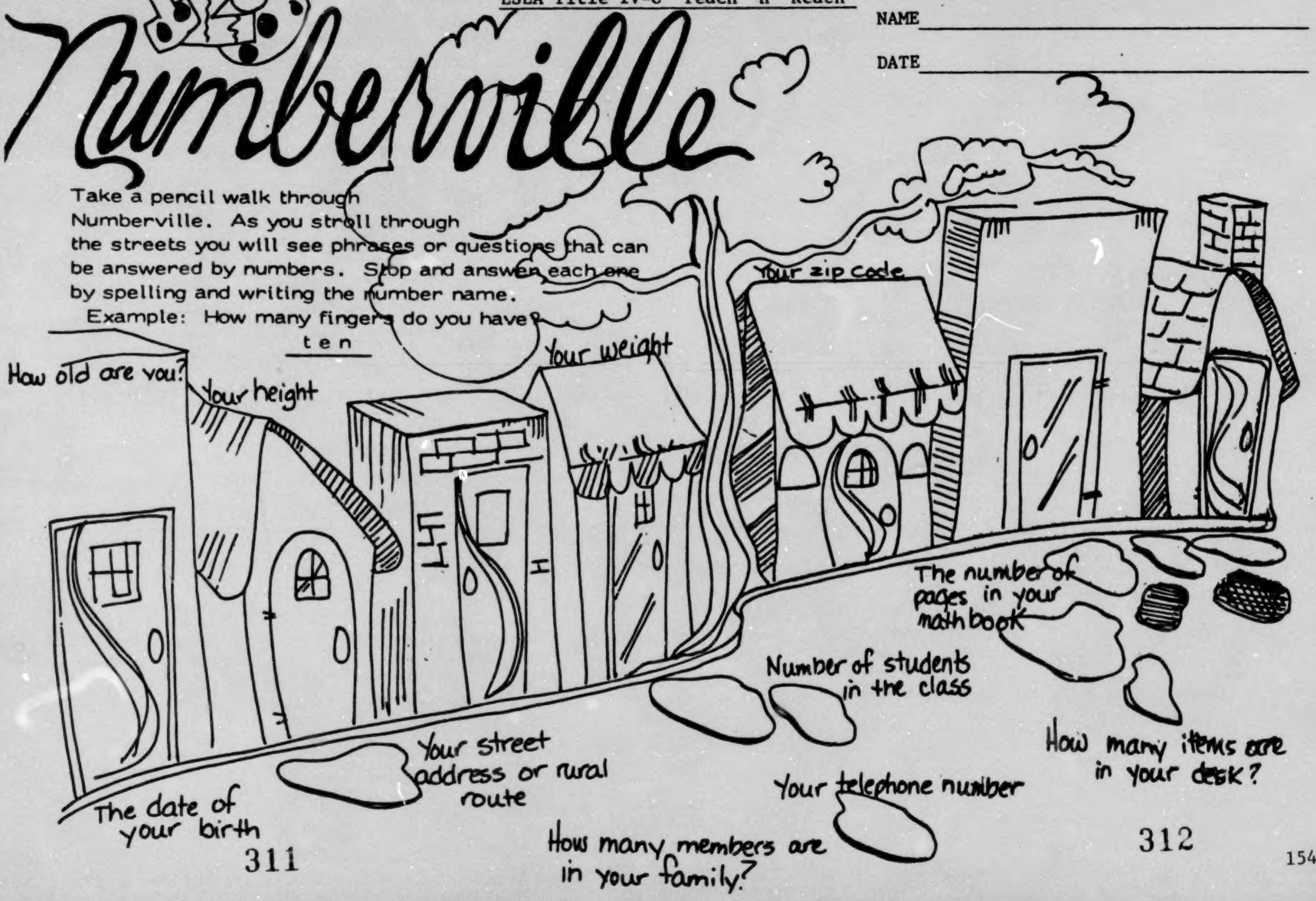
NAME ______________________________

DATE ______________________________

123 Numberville

Take a pencil walk through Numberville. As you stroll through the streets you will see phrases or questions that can be answered by numbers. Stop and answer each one by spelling and writing the number name.

Example: How many fingers do you have?
ten


How old are you?
Your height
Your weight
Your zip code
The number of pages in your math book
Number of students in the class
How many items are in your desk?
Your telephone number
Your street address or rural route
The date of your birth
How many members are in your family?

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME ____________________

DATE ____________________

A DOG-GONE STORY

Read the story. Find all the number words in the story. Sometimes the spelling has been changed (*intwo* for *into*). Sometimes the number is in a longer word (*nine* in *canine*). After finding all the numbers, add them all together. Decode the final answer. It will tell you the name of the Wizard's dog.

One day, TWO-FOUR, the Math Wizard, was angry. Someone had fourgotten two lock the door. His canine pet had escaped.

The Wizard did not want anyone two be bitten. Just last Twosday, the dog had hurt a lieutenant.

The Wizard eight a hurry-up breakfast. He jumped intwo his nineteen-seventy-nine Fourd. He drove along on Highway Thirty-Three, going like sixty.

The Wizard finally found his canine in Tennessee. The dog had often been there befour.

"Twoday has been a busy day," said the Wizard. "After I've eaten twonight, I'm going two bed. Twomorrow I'll take it easy and play some tennis."

CODE

1 = X, 2 = A, 3 = L, 4 = D, 5 = R, 6 = E, 7 = W, 8 = G, 9 = T, 0 = S

DOG'S NAME __ __ __

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME ____________________

DATE ____________________

A DOG-GONE STORY

Read the story. Find all the number words in the story. Sometimes the spelling has been changed (*intwo* for *into*). Sometimes the number is in a longer word (*nine* in *canine*). After finding all the numbers, add them all together. Decode the final answer. It will tell you the name of the Wizard's dog.

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CODE

1 = X, 2 = A, 3 = L, 4 = D, 5 = R, 6 = E, 7 = W, 8 = G, 9 = T, 0 = S

DOG'S NAME L (3) A (2) D (4)

TEACHER'S COPY

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Special Programs Department

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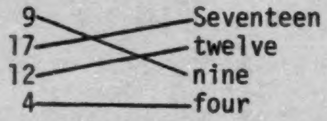
NAME ____________________

DATE ____________________

NUMERICAL SEQUENCING

Draw a line from the numeral on the left to the equivalent word on the right.

EXAMPLE:



1,003	one thousand one hundred thirty	2,735	two thousand seven hundred thirty-five
1,013	one thousand three hundred ten	2,035	two thousand thirty-five
1,130	one thousand three	2,075	two thousand seventy-five
1,310	one thousand thirteen	2,705	two thousand seven hundred five

Write out the numbers below in words.

EXAMPLE: 284 two hundred eight-four

387 ____________________

946 ____________________

1,367 ____________________

16,300 ____________________

La Mesa-Spring Valley School District
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GOAL

To increase student understanding of the difficulty language impaired children have in spelling.

PERFORMANCE OBJECTIVES

Upon completion of activities students will understand some of the many skills involved in the ability to spell.

ACTIVITY PROCEDURE

A. The teacher will discuss with the class that spelling is the appropriate ordering of sounds or letters to form words. It is an important part of written language.

1. Both auditory and visual abilities are important in learning to spell.
   a. Auditory ability helps the student hear the correct sounds in the word.
   b. Visual ability helps the student remember what the word looks like when spelled correctly.

See prepared worksheets pp 159 - 160.

2. Our language has many homonyms. These are words that sound exactly alike but are spelled differently. Homonyms can cause confusion in spelling.

See prepared worksheet p 162.

MATERIALS

RESOURCES

Bangs, T. E. Language and Learning Disorders of the Pre-Academic Child. Meredith Corporation.

Forte, I. Spelling Mastery. Incentive Publishing, Inc.

Grimm, G. The Good Apple Spelling Book. Good Apple, Inc.

Brubaker, S. Workbook for Aphasia. Wayne State University Press

NOTES

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME ______________________

DATE ______________________

WORD FORMATION

This exercise may be done on a chalkboard. Add one or more letters to the listed letters so that words are formed.

EXAMPLE:
so *da* so *cks*
so *ur* so *n*
so *metimes* so *uth*

1. ba ______
ba ______
ba ______
ba ______
ba ______
ba ______

2. ch ______
ch ______
ch ______
ch ______
ch ______
ch ______

3. st ______
st ______
st ______
st ______
st ______
st ______

4. pe ______
pe ______
pe ______
pe ______
pe ______
pe ______

5. ex ______
ex ______
ex ______
ex ______
ex ______
ex ______

6. co ______
co ______
co ______
co ______
co ______
co ______

7. ki ______
ki ______
ki ______
ki ______
ki ______
ki ______

8. be ______
be ______
be ______
be ______
be ______
be ______

9. qu ______
qu ______
qu ______
qu ______
qu ______
qu ______

10. ar ______
ar ______
ar ______
ar ______
ar ______
ar ______

11. bl ______
bl ______
bl ______
bl ______
bl ______
bl ______

12. we ______
we ______
we ______
we ______
we ______
we ______

La Mesa-Spring Valley School District
Special Programs Department

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Sentence Safari

NAME ______________________

DATE ______________________

Join the Sentence Safari! The group leaves immediately to track down misspelled words in the jungle. Read each sentence and try to identify all the misspelled words by drawing jungle animals around them. Write the words correctly on the back of this page. Finish the jungle picture by adding vegetation and color.

Bewar of the feroceous animals.

Food is sometimes scare.

Many adventures await hear.

Large animals are pron to pray on smaller animals.

Not all snakes are posenous.

Monkeies are the jungle's comedyians.

Some animls are becoming extenct.

Exoctic flowers are blooming every where.

The line is King of the Jungle.

Hunters can be enimys.

The interor of the jungle is dens.

Make a list of ten jungle animals. Use the dictionary to check your spelling.

La Mesa-Spring Valley School District
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ESEA Title IV-C "Teach 'n' Reach"

Sentence Safari

NAME ______________________

DATE ______________________

Join the Sentence Safari! The group leaves immediately to track down misspelled words in the jungle. Read each sentence and try to identify all the misspelled words by drawing jungle animals around them. Write the words correctly on the back of this page. Finish the jungle picture by adding vegetation and color.

Bewar of the feroceous animals.
Beware ferocious

Food is sometimes scare.
scarce

Many adventures await hear.
here

Large animals are pron to pray on smaller animals.
prone prey

Not all snakes are posenous.
poisonous

Monkeies are the jungle's comedyians.
Monkeys comedians

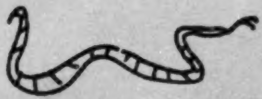
Some animls are becoming extenct.
animals extinct

Exoctic flowers are blooming every where.
Exotic everywhere

The line is King of the Jungle.
lion king jungle

Hunters can be enimys.
enemies

The interor of the jungle is dens.
interior dense



Make a list of ten jungle animals. Use the dictionary to check your spelling.

TEACHER'S COPY

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NAME ______________________________

DATE ______________________________

HOMONYMS

Write one sentence that uses both words in it.

EXAMPLE: hoarse, horse

I was hoarse from yelling at the horse race.

1. wood, would ______________________________
2. herd, heard ______________________________
3. beet, beat ______________________________
4. hear, here ______________________________
5. no, know ______________________________
6. bee, be ______________________________
7. nose, knows ______________________________
8. bored, board ______________________________
9. dear, deer ______________________________
10. roll, role ______________________________
11. acts, axe ______________________________
12. aisle, I'll ______________________________
13. aloud, allowed ______________________________
14. gilt, guild ______________________________
15. made, maid ______________________________
16. passed, past ______________________________
17. ring, wring ______________________________
18. band, banned ______________________________
19. eerie, Erie ______________________________
20. Yule, you'll ______________________________

La Mesa-Spring Valley School District
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ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase students understanding of the difficulty language impaired children have in writing.

PERFORMANCE OBJECTIVES

Upon completion of activities students will understand some of the many language skills involved in writing.

ACTIVITY PROCEDURE	MATERIALS	RESOURCES	NOTES
A. The teacher will discuss with the class the fact that the purpose of writing is to express and communicate meaning. The total writing process is complicated. It includes: 1. Presenting information 2. Structuring sentences appropriately 3. Spelling accurately 4. Writing legibly 5. Punctuation B. Presenting information is similar to telling what you know about a certain subject, except that the knowledge is written down on paper instead of told out loud. C. Structuring sentences is important to understanding. Students with language disorders may write stories with difficulty. *See prepared worksheet p 165.* (continued)		Bangs, T. Language and Learning Disorders of the Pre-Acedemic Child. Meredith Corporation. Brubaker, S. Workbook for Aphasia. Wayne State University Press. Miller, S. Thinkerthings. Addison-Wesley.	

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

ACTIVITY PROCEDURE	MATERIALS	RESOURCES	NOTES
D. Accurate spelling is important. The reader needs to know how to spell the words that he/she are trying to express. Older students learn to proofread what they have written and correct spelling errors. E. Legible handwriting is an important part of the written language. A person can't know the meaning of written words if they are unable to read them. F. Punctuation gives a visual cue that helps you read written language. *See prepared worksheets pp 166 - 169.*			

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NAME ____________________

DATE ____________________

SENTENCE CONSTRUCTION

Write one sentence that uses all three words in it.

EXAMPLE: fix, wash, picnic *Wash your hands before you fix the food for the picnic.*

1. she, sell, talk ____________________
2. wrinkled, bought, sale ____________________
3. pound, aspirin, break ____________________
4. wood, trouble, money ____________________
5. clouds, when, lost ____________________
6. wedding, hesitate, name ____________________
7. pollute, large, is ____________________
8. smooth, game, carry ____________________
9. filling, appetite, safe ____________________
10. she, well, gave ____________________

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Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME ____________________

DATE ____________________

NONSENSE WORDS IN SENTENCES

Figure out what each nonsense word means. Then write it beside the word.

1. Grangling at school will get you in trouble. ____________________
2. John had a hole in his zitch, and his boof got wet. ____________________
3. Susan tied a longer lurb to her Keepong, so it would sarm better. ____________________

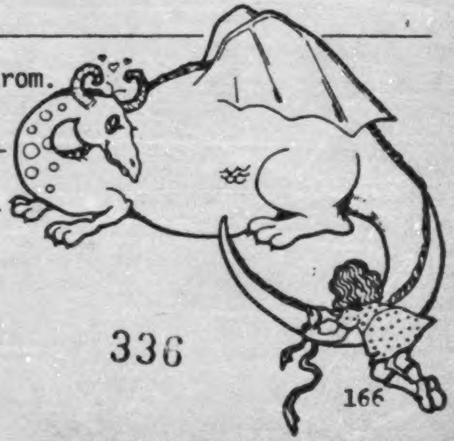
   ____
4. The arp became frip, and it began to plardol. ____________________
5. When you put a gowrf on top of a shlegel, it usually poweles. ____________________

   ____
6. From inside the bilox, you could see the langet sworbly. ____________________

   ____
7. Mary filled a scla so pogley that it hadled. ____________________
8. In the early morning light, she could hardly see the zorab in front of the pilastrom.

   ____

   ____



Make up a few nonsense sentences of your own, and see who can figure them out.

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME ____________________

DATE ____________________

NONSENSE WORDS IN SENTENCES

Figure out what each nonsense word means. Then write it beside the word.

1. Grangling at school will get you in trouble. *Fighting at school will get you in trouble.*
2. John had a hole in his zitch, and his boof got wet. *John had a hole in his shoe, and his sock got wet.*
3. Susan tied a longer lurb to her Keepong, so it would sarm better. *Susan tied a longer tail to her kite, so it would fly better.*
4. The arp became frip, and it began to plardol. *The dog became tired, and it began to cry.*
5. When you put a gowrf on top of a shlegel, it usually poweles. *When you put a flower on top of a shelf, it usually wilts.*
6. From inside the bilox, you could see the langet sworbly. *From inside the house, you could see the spider's cobweb.*
7. Mary filled a scla so pogley that it hadled. *Mary filled a glass so full that it spilled.*
8. In the early morning light, she could hardly see the zorab in front of the pilastrom. *In the early morning light, she could hardly see the moose in front of the cabin.*

Make up a few nonsense sentences of your own, and see who can figure them out.

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Special Programs Department

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NAME ____________________

DATE ____________________

PUNCTUATION EXERCISE

In the following sentences, all forms of punctuation (such as periods, capitals; commas, quotations, and question marks) have been left out. Rewrite each sentence correctly by adding any punctuation needed.

EXAMPLE: where is bob going *Where is Bob going?*

1. i live in la mesa california ____________________
2. my brother the one in the plaid jacket is getting married in april ____________________
3. is that a chevrolet or a buick ____________________
4. my wife has invited you and betty over for dinner friday night ____________________
5. today is january 29 1982 ____________________

Continue as before, but also correct any spelling errors that you notice.

6. im fine i replied ____________________
7. her desert had apples bannanas pineapple and kokonut in it ____________________
8. i dont know witch dress i should pick ____________________
9. after we had lunch we went to the lawndrey the hardware store the post offise and the ymca ____________________

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DATE ______________________________

WRITTEN LANGUAGE SAMPLES

Below are three written language samples from students who are language impaired.
On a separate piece of paper, try to rewrite their stories using correct sentences and punctuation.

The Thanksgiving Party

A turkey and food. Ready to go home. Eat and not the boys and girls. Thats all.

My Tooth

Another one coming in back a tooth.

The School Party

Teacher sit in the chair watching the children. The children all eating together. The children sitting down in the chair. Some children didn't ate all their food. And the children went to get a drink of water and they was all quiet. And they came back in the room. Then they ate, and then they went back home.

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GOAL

To increase student understanding of the difficulty language impaired children have in reading.

PERFORMANCE OBJECTIVES

Upon completion of activities students will understand some of the many skills involved in the ability to read.

NOTES

ACTIVITY PROCEDURE

A. The teacher will discuss with the class that reading is the ability to gain meaning from a structured system of written signs which are used to represent oral language. Stress that reading is talking written down.

1. A student with a reading disability may have problems in math, social studies, sciences, or other school subjects.

2. Reading is complicated. It requires many different abilities.

   a. Vocabulary - The ability to know the meaning of many words.
   b. Comprehension - The ability to remember what is read and used in following directions.
   c. Interpretation and inference - The ability to think of unsaid meaning.
   d. Main idea - The ability to select one main idea from what has been read.

See prepared worksheets pp 171 - 178.

MATERIALS

RESOURCES

Bangs, T.
Language and Learning Disorders in the Pre-Academic Child. Meredith Corporation.

Brubaker, S.
Workbook for Aphasia. Wayne State University Press.

Miller, W.
Reading Correction Kit. The Center for Applied Research in Education, Inc.

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME ____________________

NONSENSE WORDS IN A STORY

DATE ____________________

Read the following story. There are some nonsense words in it that you should be able to figure out from the rest of story. At the end of the story, circle the correct meanings of the nonsense words.

A fox, a bear, and a wolf were walking along beside the river. The bear saw a fine fat fish in the water. He reach down with his large paw and sworf the fish out onto the bank. Quickly the wolf jumped on the fish and prend it so that it couldn't slip back into the water.

"Get away from my fish," said the bear.

"I should get part of it," cried the wolf. "Because I kept the fish from slipping back into the aquare."

"Let me settle this," said the fox. "There's no need for you to bracht.

"The bear saw the fish first, so he should get the head," and the fox gave the head to the bear.

"The lupe then held the fish. He should get the tail," and the fox gave the finit to the wolf.

Then the fox quickly ate the rest of the ichthis himself. He said, "And I get the body for essing the judge."

---

1. sworf means	ate	looked	knocked	held
2. prend means	watched	held	wolf	toy
3. aquare means	swim	river	bank	fish
4. bracht means	fight	fish	look	be
5. lupe means	fight	fox	pole	wolf
6. finit means	meat	eye	tail	throat
7. icthis means	head	fish	river	fox
8. essing means	being	shooting	knocking	fighting

Make up your own Context Clues story by rewriting a very short story with a few nonsense words in place of regular words. List the nonsense words under the story and give four choices. See who can get them all right.

La Mesa-Spring Valley School District
Special Programs Department

ESEA Title IV-C "Teach 'n' Reach"

NAME ______________________________

NONSENSE WORDS IN A STORY

DATE ______________________________

Read the following story. There are some nonsense words in it that you should be able to figure out from the rest of story. At the end of the story, circle the correct meanings of the nonsense words.

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2.	prend means	watched	[✓ held]	wolf	toy
3.	aquare means	swim	[✓ river]	bank	fish
4.	bracht means	[✓ fight]	fish	look	be
5.	lupe means	fight	[✓ fox]	pole	wolf
6.	finit means	meat	eye	[✓ tail]	throat
7.	icthis means	head	[✓ fish]	river	fox
8.	essing means	[✓ being]	shooting	knocking	fighting

Make up your own Context Clues story by rewriting a very short story with a few nonsense words in place of regular words. List the nonsense words under the story and give four choices. See who can get them all right.

TEACHER'S COPY

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NAME________________________________

MEANING IN CONTEXT

DATE________________________________

Read each group of three sentences to yourself. Then put a ✓ in front of the two sentences in which the underlined word has the same meaning.

__________I must have money to finish my model car for the fair.
__________Jim thought that his teacher was not being fair to him.
__________Do you think that it is fair for Andy to get both a cat and a dog?

__________Sally did not get a turn when her friends were playing jump rope.
__________Turn around so that I can see your new dress.
__________Can you turn this card over so that I can see the back of it?

__________Billy could run as fast as a deer.
__________I like to run since I am very good at it.
__________Be careful or that water will run all over the floor.

__________Matt cut his finger with a sharp knife.
__________Evelyn's grandfather can cut a deck of cards very well.
__________Mary's mother cut some blue cloth for a new dress.

__________When the sun came up in the morning, the day became nice and light.
__________Since the dog was so tiny, his weight was very light.
__________Sally always felt happy on a light and sunny day.

__________When Johnny reached home plate, he had made his first home run.
__________I am afraid that I will break a plate when I wash the dishes.
__________Bobby ate a plate of pancakes for breakfast.

__________The carpenter was going to sand the chest to make it smooth.
__________In the summer we like to play in the sand on the beach.
__________Betty's little sister wants to play in the sand in her sandbox.

La Mesa-Spring Valley School District
Special Programs Department

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NAME ____________________

MEANING IN CONTEXT

DATE ____________________

Read each group of three sentences to yourself. Then put a ✓ in front of the two sentences in which the underlined word has the same meaning.

______ I must have money to finish my model car for the fair.
___X___ Jim thought that his teacher was not being fair to him.
___X___ Do you think that it is fair for Andy to get both a cat and a dog?

______ Sally did not get a turn when her friends were playing jump rope.
___X___ Turn around so that I can see your new dress.
___X___ Can you turn this card over so that I can see the back of it?

___X___ Billy could run as fast as a deer.
___X___ I like to run since I am very good at it.
______ Be careful or that water will run all over the floor.

___X___ Matt cut his finger with a sharp knife.
______ Evelyn's grandfather can cut a deck of cards very well.
___X___ Mary's mother cut some blue cloth for a new dress.

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___X___ I am afraid that I will break a plate when I wash the dishes.
___X___ Bobby ate a plate of pancakes for breakfast.

______ The carpenter was going to sand the chest to make it smooth.
___X___ In the summer we like to play in the sand on the beach.
___X___ Betty's little sister wants to play in the sand in her sandbox.

TEACHER'S COPY

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NAME ______________________

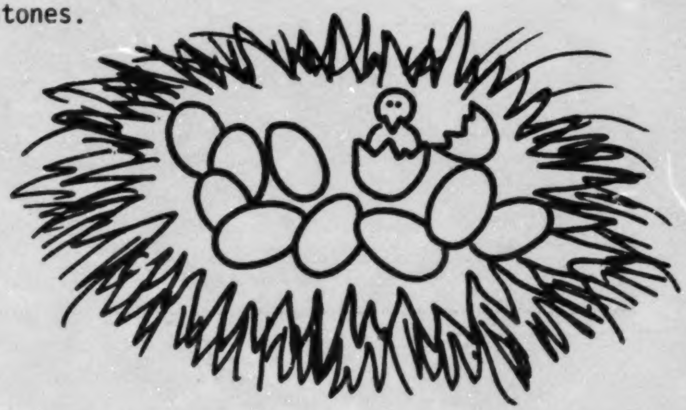
PROVERBS

DATE ______________________

Give an example of how each of the proverbs below has applied to you in real life, or how it could apply to you in a real situation. Write your explanation on another sheet of paper.

EXAMPLE: Actions speak louder than words. *If I tell my friends I'm not afraid of heights, and then go with them to the top of a tall building and start shaking, they will believe I'm afraid of heights in spite of what i'd said.*

1. Haste makes waste.
2. Out of sight, out of mind.
3. Don't put all your eggs in one basket.
4. Nothing ventured, nothing gained.
5. Birds of a feather flock together.
6. A stitch in time saves nine.
7. Early to bed and early to rise makes a man healthy, wealthy, and wise.
8. Look before you leap.
9. People who live in glass houses shouldn't throw stones.
10. Mighty oaks from little acorns grow.
11. Don't count your chickens before they're hatched.
12. He who makes no mistakes makes nothing.
13. A penny saved is a penny earned.
14. He's a chip off the old block.
15. In concentration there is strength.



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Special Programs Department

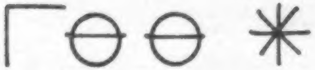
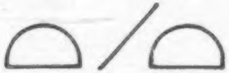
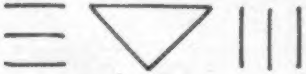
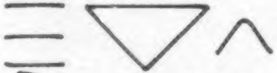
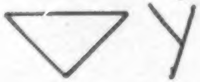
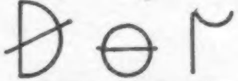
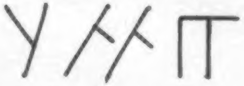
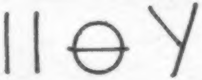
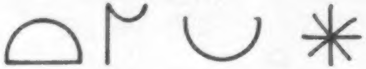
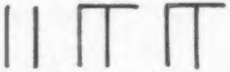
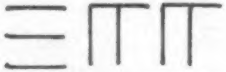
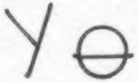
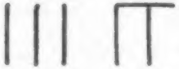
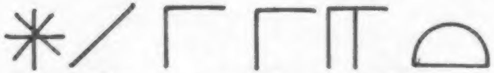
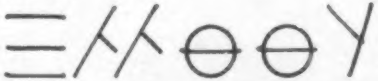
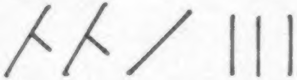
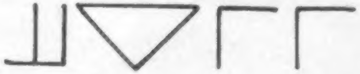
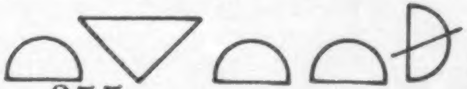
ESEA Title IV-C "Teach 'n' Reach"

NAME ______________________________

DATE ______________________________

READING

Take five minutes and "learn to read" this short story. During the story you will learn some new words. Be able to tell what the story says at the end of five minutes. You will need to learn to read these words:

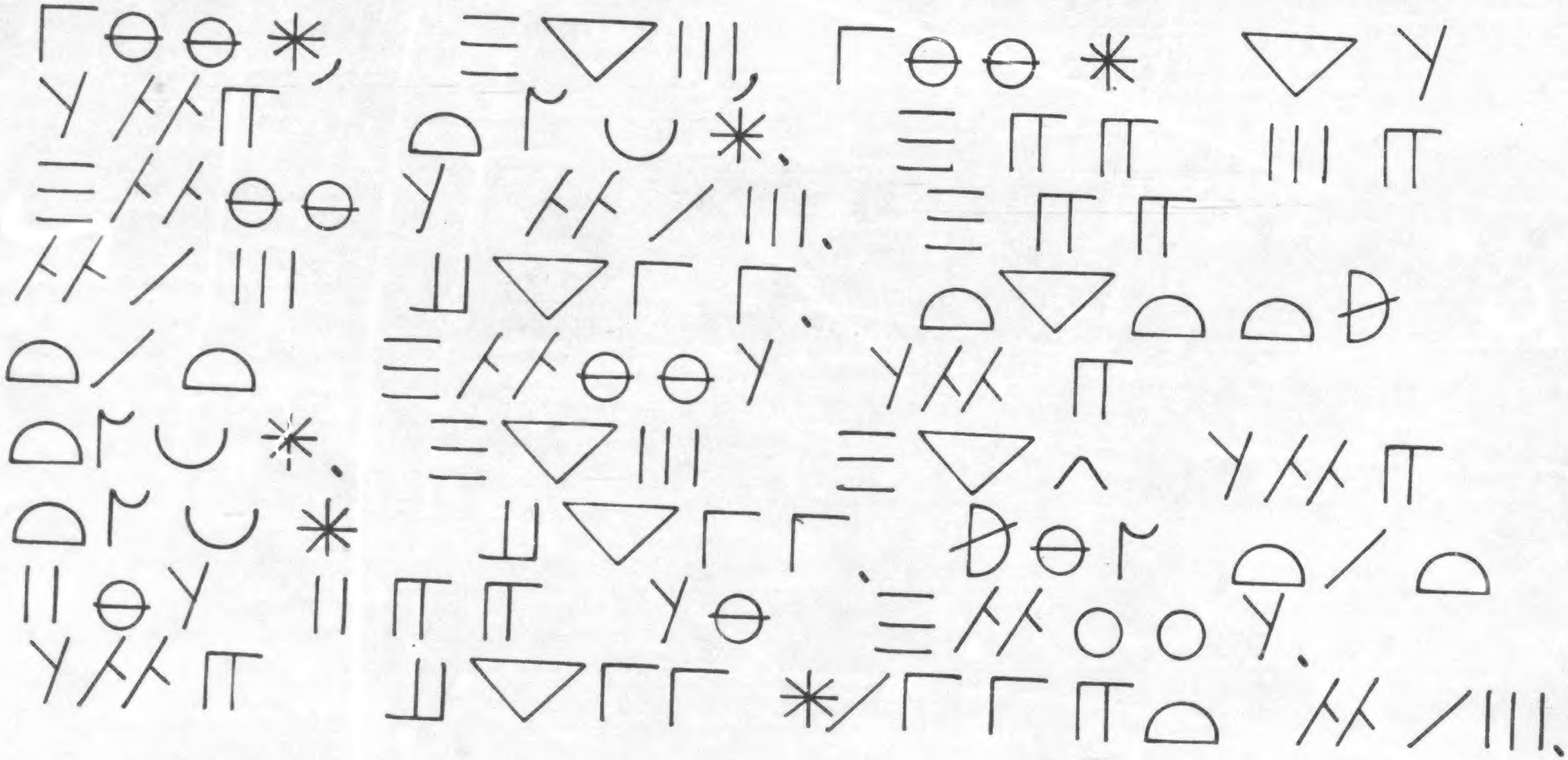
	LOOK		DID
	SAM		SAW
	AT		YOU
	THE		NOT
	DUCK		NEED
	SEE		TO
	ME		KILLED
	SHOOT		HIM
	FALL		
	DADDY		

Turn page for the story . . .

(continued)

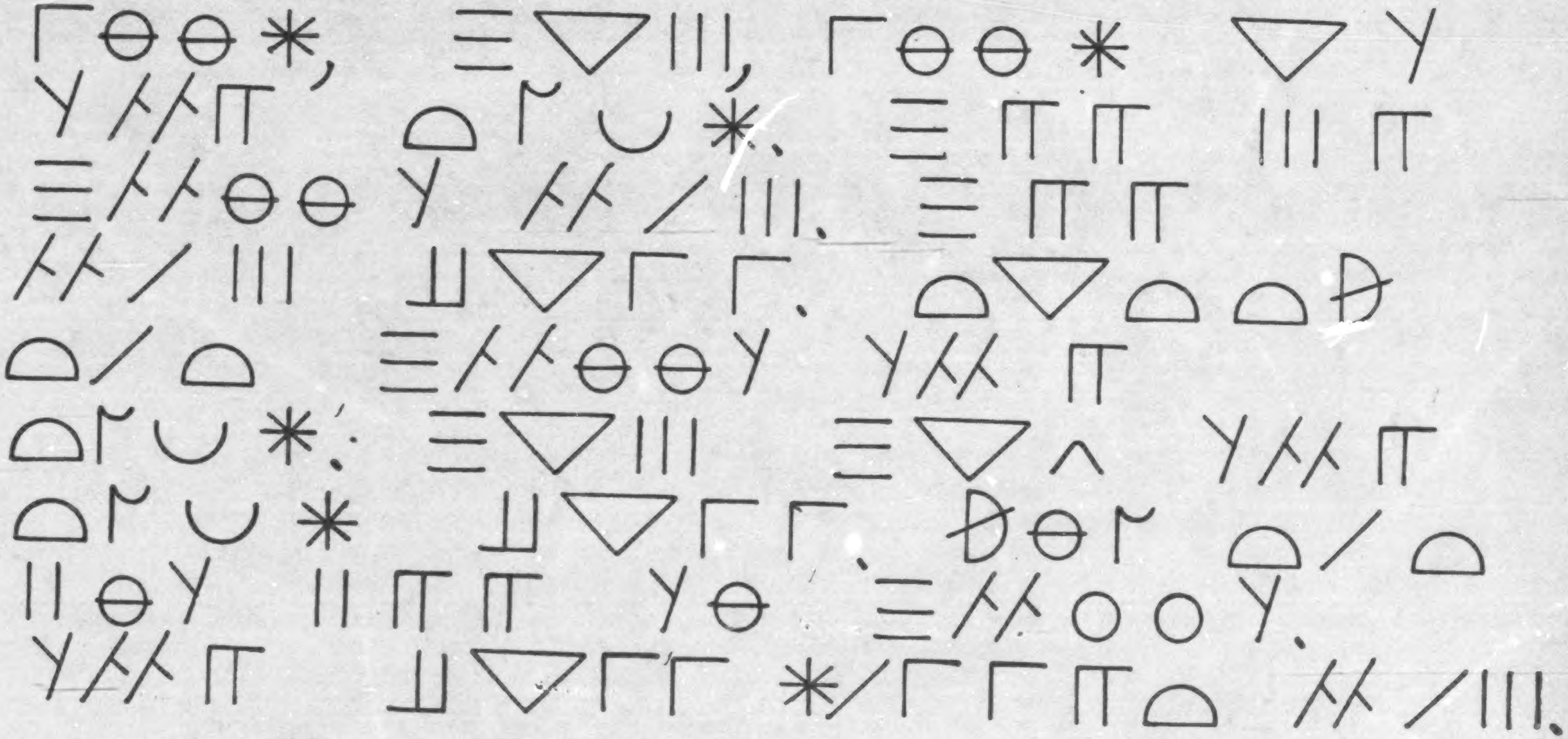
"LEARN TO READ" THIS SHORT STORY

Using the "words" on the previous page, see if you can read this story within five minutes:



"LEARN TO READ" THIS SHORT STORY

Using the "words" on the previous page, see if you can read this story within five minutes:



ANSWER:

Look, Sam, look at the duck. See me shoot him. See him fall. Daddy did shoot the duck. Sam saw the duck fall. You did not need to shoot. The fall killed him.

GOAL

To increase student awareness and knowledge of receptive language difficulties.

PERFORMANCE OBJECTIVES

Upon completion of activities students will be able to relate to frustrations the language impaired child might have.

ACTIVITY PROCEDURE	MATERIALS	RESOURCES	NOTES
A. Teacher will give the "wrong page" in math for an assignment, something the students have not covered yet. Tell the children to do the best they can and not to bother you. Tell them you want no excuses. Role play a mean, insensitive teacher. 1. Discuss how this frustration made them feel. 2. Explore what would happen if a child could not do what was expected of him - on a continual basis. 3. How would he/she feel? (useless, angry) 4. What if he could not express his frustration because he/she could not talk or make anyone understand? 5. Would he/she lash out? Throw tantrums? Hurt him/herself? Hurt others? Withdraw? B. Discuss other experiences to help children empathize with children with language disorders. 1. What behaviors is a person likely to use if he/she is utterly angry and frustrated?	Smith, D. *Kelly's Creek.* Thomas Cronwell. Wartshi, M. *My Brother is Special.* Westminster Press.	Barnes, E. *What's the Difference?* Human Policy Press.	

(continued)

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

ACTIVITY PROCEDURE	MATERIALS	RESOURCES	NOTES
3. Talk about the importance of being able to communicate our frustrations and anxieties and find alternative behavior.			

La Mesa-Spring Valley School District
Special Programs Department
ESEA Title IV-C "Teach 'n' Reach"

GOAL

To increase student awareness of the ways people are alike.

PERFORMANCE OBJECTIVES

Upon completion of activities students will develop a greater understanding of individual similarities.

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
A. Positive attitudes toward persons with special needs develop out of positive experiences. In developing awareness of the language impaired child, we need to explore their strengths as well as their disabilities.		Barnes, E. What's the Difference? Human Policy Press.

1. Teacher leads a discussion about ways people are alike and different.
    a. Physical appearance
    b. Basic needs (shelter, food, clothing, love)
    c. Likes (strengths)
    d. Disabilities (we all exhibit some deficits)
2. Children may be randomly paired and asked to think of similarities and differences between themselves. This may be shared orally or written.
3. Invite a Severe Disorders of Language class to visit. Talk about the similarities the two classes have, in spite of the language impairment.
4. Teacher leads a discussion about strengths.

(continued)

GOAL

(continued)

PERFORMANCE OBJECTIVES

(continued)

NOTES

ACTIVITY PROCEDURE	MATERIALS	RESOURCES
4. continued Even though a person has difficulty with one area of functioning, that same person can do lots of other things well. a. He/she may be good at math but not in reading. b. He/she may be good in sports but not academics. c. He/she may be good at cooking and sewing but not with mechanical things. d. He/she may be good in sports but deficit in language. e. He/she may be good at artistic expression but not in written language.		